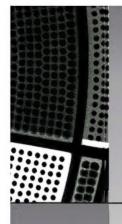
Second Edition

Great Grammar for Great Writing



TOP 20

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Second Edition

Keith S. Folse Elena Vestri Solomon Barbara Smith-Palinkas





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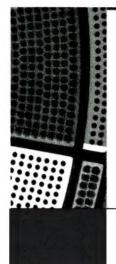
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Overview

Top 20 reviews twenty grammar areas that are essential for good English writing at the intermediate to advanced level. In the review in *Top 20*, however, emphasis is placed on helping students to notice the gap between their own language and correct English. Therefore, the focus of *Top 20* is for students to produce and edit original pieces of writing as they learn how to find and correct common grammatical errors.

New to this Edition

Based on user feedback, the second edition of *Top 20* has been modified in the following ways:

- · Inclusion of new chapters on conditionals and on editing essays.
- Revision and reordering of chapters to reflect a progression from nouns to pronouns to verbs.
- Streamlined chapter on confusing words to deal with the most commonly mistaken word pairs.
- · Clearer grammar explanations.
- Inclusion of authentic grammar examples from actual academic textbooks. These
 examples represent seven academic disciplines most common to our students: law,
 history, psychology, humanities, communication, study skills, and physical science.

Course and Students

Depending on the class level and the amount of writing and work that is done outside of class, there is enough material in *Top 20* for seventy to ninety classroom hours. However, if time limitations exist, the material could be covered in as few as forty-five hours with an advanced-level group, provided that many of the exercises are done as homework.

This book is designed for intermediate to advanced students. However, the passages in many of the exercises are from real textbooks that were written for native speakers. Thus, students will have to understand the grammar points well to be able to apply them in the exercises.

For many students, a major obstacle to future educational plans is not being able to write effectively and easily in English, so the quality of any written work they do is very

important. Poor grammar is often what keeps students from producing a solid piece of original writing. Because grammar is such an integral part of good student writing, the exercises in *Top 20* focus exclusively on grammar problems.

The title *Top 20* refers to the twenty chapters in the book. Each chapter focuses on a common area of difficulty in English grammar, including verb tenses, articles, gerunds and infinitives, noun clauses, modals, pronouns, subject-verb agreement, word forms, and parallel structure. We selected the topics in the chapters of *Top 20* after surveying many experienced teachers, student writers, textbooks, and course curricula.

You, the teacher, are always the best judge of which chapters should be covered and in which order and to what extent. No one knows the language needs of your students better than you do. It is up to you to gauge the needs of your students and then match those needs with the material presented in the chapters of *Top 20*.

Text Organization

As we have said, each of the twenty chapters focuses on one grammatical question that affects the quality of student writing. To facilitate customized instruction, each chapter is independent of all other chapters and can be taught in any order. In addition to the twenty chapters, with their specific grammatical focus, at the back of the book are four appendixes: Appendix 1 reviews the parts of speech; Appendix 2 briefly reviews how to construct comparative and superlative forms of adjectives and adverbs; Appendix 3 lists irregular verb forms; and Appendix 4 lists conjunctions and transitions and their functions.

Contents of a Chapter

Following is a description of the common features of each chapter and the types of exercises found in them.



Opening Discussion: Check Your Grammar

Each chapter opens with a Check Your Grammar exercise designed to test students' knowledge of the grammar point to be examined, using subject matter drawn from one of seven academic areas familiar to the majority of students. After the students have done the exercise and discussed their findings with a partner, it is up to the teacher to go over the exercise with the students to help them understand the nature of the grammar problem they will be studying.

Grammar Reviews and Explanations

The grammar reviews and explanations cover problems that characterize student *writing*, not speaking. *Top 20* is not meant to be a complete grammar book; instead, it reviews common problem areas and helps students focus their attention on the gap between what they are writing and what they should be writing. For this reason, certain grammar points have been given special emphasis, others very little. For example, we have not focused much on the future perfect tense because our analysis of student writing needs indicates that attention to other areas such as the present perfect and consistent verb tense usage is the more prudent approach.

Exercise Types

Second-language acquisition (SLA) research shows the importance of awareness in the second-language learning process. Students using this text have had basic grammar instruction, but many continue to make errors. The exercises in *Top 20* are designed to raise students' consciousness of the types of errors they make in their writing. Studies have also demonstrated that the number of exercises—frequency of practice—is as important as the nature of the exercises themselves (Folse 2006, Fotos 2002, and Laufer and Hulstiin 1998).

Original Sentences Some exercises ask students to write original sentences to illustrate a very specific aspect of a given grammar point. We recommend that you have students discuss their answers in groups and possibly write some of their sentences on the board for general class discussion about what is correct, what is not correct, and why a gap between the two exists.

Selecting the Correct Form Some exercises present students with two to three answer options, and students must underline or circle the correct answer. The incorrect answer options are almost always forms that students with various first languages would use. Thus, this kind of exercise is harder than it might appear.



Editing of Sentences Because a paragraph is only as good as the sentences in it, the exercises on editing sentences present students with sentences one at a time. The sentences are often about a single topic and are related to each other. Students are asked to focus on one specific grammar issue—for example, verb tenses—and check for that specific grammar point in each of the sentences.

Editing of Paragraphs In the exercises on editing paragraphs, students are given a paragraph written for native speakers. Common sources for the exercise text are business books, history books, education texts, speech books, sociology texts, the Internet, and newspapers. Students are not told where the errors are, but they are always told how many errors to look for or what type of errors there are.

These two points are important in helping students practice looking for, finding, and correcting *specific* errors that they are likely to be making. Since the teaching goal is to enable students to edit for specific kinds of errors, it makes sense to tell them what errors to look for. For example, if we want students to check for subject-verb agreement and word endings, then teachers and materials should train students to look for these particular mistakes. Instead of the more typical directions that ask students to find "the errors" in a given piece of writing, the most effective exercises direct students to find, for example, five errors: two subject-verb errors and three pronoun errors. In this way, student writers are actually editing for the types of errors that teachers want them to focus on.

Multiple Choice Multiple-choice exercises follow the traditional format. Four choices are usually offered with only one choice being correct. The Chapter Quiz in each chapter follows this format as well.

Locating the Error In error identification exercises, students read single sentences in which four words or phrases have been underlined. Students must circle the letter labeling the word or phrase that contains a grammatical error and then write their edited answer above the error. Error identification exercises are helpful in the overall SLA process because they can raise learners' consciousness of a linguistic feature by requiring learners to focus their attention on the difference, or gap, between the incorrect form and the correct form (Schmidt, 2001).

Original Writing To achieve the goal of connecting grammar instruction and focused review, each chapter of *Top 20* ends with an exercise called Original Writing. Students are given a prompt to which they are asked to respond by writing a paragraph, two paragraphs, or an essay. (It is up to each teacher to establish the writing length parameters of any exercise.) We believe that students should not be writing extensively but rather intensively when the goal is to improve writing accuracy. Thus, this activity asks students to write a short piece, but the demands on grammar proficiency are high. Students are told to practice certain aspects of the grammar covered in the chapter, to underline their original examples, and to check their correctness with a partner. Underlining key linguistic features has been shown to enhance noticing and learning of new material.

More About the Exercises in Top 20

Teachers have long noticed that students may do well in a grammar class where the focus is on one grammatical form in one type of exercise, but these same students may experience writing problems when trying to transfer or apply this knowledge to original writing. For some reason, students do not transfer the material they have just been taught to their writing. As a result, the majority of the exercises in *Top 20* deal with language in context—that is, language in a series of related sentences, in a whole paragraph, or in a short essay. Our experience has shown that students can improve their editing for a specific kind of grammatical error when they review the grammar issue and then practice their editing skills in written exercises of various lengths (sentences, paragraphs, or essays). The 239 exercises in *Top 20* and the additional web activities offer more than enough material to satisfy most students' written-grammar needs.

Though a wide array of exercise types is included (see the previous section, Contents of a Chapter), the three exercises most commonly used are fill-in-the-blank, error correction (editing), and original student writing of paragraphs. The most important objectives of *Top 20* are to enable students to feel more comfortable with ESL grammar and to improve their writing by honing their editing skills. Consequently, the number and variety of exercises that students tackle are crucial to the success of *Top 20*.

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Nouns

In this chapter, you will review the forms and characteristics of nouns and the words that go with them. Two important categories of nouns are <u>count nouns</u> and <u>noncount nouns</u>. Briefly, count nouns name things that can be counted, such as *car* and *computer*. Noncount nouns name things that cannot be counted, such as *freedom* and *happiness*.



CHECK YOUR GRAMMAR

Three of the five underlined words contain an error related to nouns. Can you explain why each of these underlined words is (or is not) wrong? Discuss with a partner.

The Environmental Protection Agency

The Environmental Protection <u>Agent</u> (EPA) was created by <u>Congress</u> in 1970 to replace the fifteen federal agencies that previously were <u>responsibility</u> for enforcing the legals that regulate environmental pollution.

From: Frank A. Schubert (2004). Introduction to Law and the Legal System. Boston: Houghton Mifflin, p. 665.

1.1 Count Nouns

Nouns that can be counted are called count nouns. They can be singular or plural in form.

Singular: o

one subject

a problem

one reason

a child

Plural:

five subjects

two problems

three reasons

eight children

1.1.1 Singular Count Nouns

Singular count nouns, together with any descriptive adjectives, have an article (*a, an, the*) or another determiner before them (*my, your, this, one, every, each*).

an exam, a long exam, my brother, my oldest brother, each chapter, each new chapter



Don't use a singular count noun without an article or other determiner.

Incorrect: house new house car old car

Correct: a house their new house my car our old car

However, in a few idiomatic expressions, no article is used:

have dinner in school at home at work

by bus (by + transportation) by phone (by + communication)

Exercise 1 Underline the fifteen singular count nouns that have articles or determiners. Circle the articles and determiners. The first one has been done for you.

Modern Households

By the end of the twentieth century, almost every person in the country owned at least one telephone and one television set. Most homes also had a washing machine, and many possessed a microwave oven. Since the beginning of the new millennium, the cellular phone has become commonplace, and most households now have a computer. The times have certainly changed. They have changed so much that most people cannot even imagine an evening at home without a computer or some other appliance.

1.1.2 Plural Count Nouns

Plural count nouns are sometimes preceded by the definite article *the* or by another determiner, or they may appear alone. Plural count nouns are NOT preceded by *a* or *an*.

Incorrect: a houses an expensive houses

Correct: the houses some houses big houses some big houses

Regular Plurals

Most count nouns form their plural by adding -s to the singular noun.

cat / cats tree / trees taxi / taxis sweater / sweaters schedule / schedules course / courses professor / professors

2

Irregular Plurals

A few common count nouns have an irregular plural form.

| man / men | woman / women | child / children | mouse / mice |
|----------------|-----------------|----------------------|----------------------------|
| fish / fish | tooth / teeth | foot / feet | person / people or persons |
| knife / knives | thesis / theses | criterion / criteria | fungus / fungi |
| | | | |

self / selves analysis / analyses datum / data focus / foci

life / lives alumnus / alumni medium / media hypothesis / hypotheses
half / halves sheep / sheep hero / heroes species / species

A few plural nouns do not have a singular form:

glasses pants jeans scissors tongs clothes

Special Spellings of Plurals

A few types of count nouns form their plurals in a slightly different manner. Nouns ending in a CONSONANT + y form their plurals by changing the -y to -i and adding -es.

library / libraries lady / ladies copy / copies theory / theories This rule does *not* apply to nouns that end in a VOWEL + y.

tray / trays monkey / monkeys survey / surveys boy / boys

Nouns ending in -s, -ss, -sh, -ch, -x, and -z add -es to form the plural.

class / classes bush / bushes bench / benches box / boxes quiz / quizzes

Editing

Exercise 2

Six of the ten underlined words and phrases in this paragraph contain an error. Circle the errors and write the corrections above.

Current Economic Indicators

All economic indicators are up. People are building <u>new houses</u> at a very high rate.

They are also buying \underline{a} new cars. Among consumer products that are selling well are $\mathbf{2}$

cellular telephones, <u>computer</u>, and big-screen <u>TV sets</u>. Unemployment is low—<u>jobs</u> <u>5</u>

are not difficult to find, but $\underline{a \text{ good employees}}$ are. Some firms are offering bonuses

or stock options to attract <u>capable person</u>. Interest rate are at a comfortable level, \mathbf{g}

resulting in heavy sales of consumer item.

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Exercise 3 Read the paragraph and underline the twenty-one plural nouns. Do not include possessive forms. Then circle the seven irregular plural nouns. The first one has been done for you.

Current Stress Research

Research has shown that everyone, even children, is subject to stress. In addition, statistics indicate that stress affects people's physical health, causing headaches and heart problems. After conducting surveys and collecting a large amount of data, some psychologists are now trying to determine the best methods for coping with stress. They are also testing various hypotheses to determine why some workers seem less affected by stress than their counterparts. Preliminary analyses seem to support the theory that people with adaptive skills and optimistic attitudes suffer fewer physical problems associated with stress. Finally, new research to measure the physical effects on health of both positive and negative stress in people's lives is under way. The results of this research will guide physicians in treating their patients who suffer from chronic stress.

1.2 Noncount Nouns

Nouns that cannot be counted are called noncount or mass nouns. They are used with singular verbs.

- · Noncount nouns are often liquids or gases.
 - water air oil oxygen
- Noncount nouns often refer to a whole or a mass made up of small particles or items.

sugar salt white sand
new furniture homework good news
equipment money expensive clothing

 Noncount nouns are often weather phenomena, fields of study, raw materials, abstractions, or sports and pastimes.

rain economics gold happiness respect soccer hot weather psychology hard coal luck satisfaction cards

Note: Cards can be a noncount noun meaning a game of cards, or it can be a count noun meaning individual cards.

The following noncount nouns are often mistakenly used as plural count nouns:

Incorrect: furnitures advices homeworks equipments informations

Correct: furniture advice homework equipment information

Exercise 4 Read the paragraph and underline the seventeen count nouns. Draw a circle around the twelve noncount nouns. The first two have been done for you.

Protein

It is a commonly known <u>fact</u> that dairy products such as <u>milk</u>, yogurt, and cheese are rich sources of calcium, but how many people know that these food products are also loaded with protein? This is the reason that dietitians recommend that people consume two to four servings of this group each day. A glass of milk or a cup of yogurt has high-quality protein that is equivalent to an ounce of meat or cheese or to one egg. These food items are certainly good for your health. Whenever possible, however, you should opt for items that are not so high in fat.

1.2.1 Comparing Noncount and Count Nouns

Noncount nouns are like count nouns in certain ways.

- 1. Noncount nouns act like singular and plural count nouns.
 - Like singular and plural count nouns, noncount nouns may have certain determiners in front of them, such as the definite article the or the possessive adjectives my and your.
 - Possessive adjectives have the same forms in front of all three types of nouns: singular count nouns, plural count nouns, and noncount nouns.
 - You can use this and that with singular count nouns and noncount nouns; these
 and those can appear in front of plural count nouns only.

| Singular Count Nouns | | Plural Count Nouns | | Noncount Nouns | |
|----------------------|-----------------|--------------------|-----------------|----------------|-----------------|
| Determiner | Example of noun | Determiner | Example of noun | Determiner | Example of noun |
| the | car | the | cars | the | traffic |
| an | apple | Ø | apples | Ø | fruit |
| my, your | vegetable | my, your | vegetables | my, your | rice |
| his, her, its | job | his, her, its | jobs | his, her, its | work |
| our, their | job | our, their | jobs | our, their | work |
| this, that | cat | these, those | cats | | |

2. Noncount nouns act like plural count nouns. Like plural count nouns, noncount nouns may be preceded by determiners and certain expressions of quantity, or they may appear alone.

In the chart below, the determiners before plural count nouns and noncount nouns are the same.

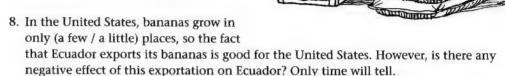
| Singular Co | unt Nouns | Plural Cour | Plural Count Nouns | | Noncount Nouns | |
|--|---|---|--------------------|--|-----------------|--|
| Determiner | Example of noun | Determiner | Example of noun | Determiner | Example of noun | |
| a | taxi | Ø | taxis | Ø | traffic | |
| the | taxi | the | taxis | the | traffic | |
| one | taxi | some | taxis | some | traffic | |
| | | a lot of | taxis | a lot of | traffic | |
| | | enough | taxis | enough | traffic | |
| | | plenty of | taxis | plenty of | traffic | |
| | .'s get taxi. .'s get a taxi. | Some taxis ha | ave air | There will be s | | |
| Remember that singular count nouns must have an article or determiner. | | There aren't enough taxis in this city. Taxis are more comfortable than buses. | | There is plenty of traffic on that narrow road. Traffic is always heavy oweekends. | | |

In the following chart, the determiners—certain expressions of quantity—before plural count nouns and noncount nouns are different.

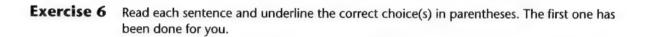
| Singular Count Nouns | | Plural Count Nouns | | Noncount Nouns | |
|----------------------|--------------------|--|---|--|--|
| Example of noun | Determiner | Example of noun | Determiner | Example of noun | |
| | many | taxis | much | traffic traffic | |
| | a few | taxis | a little | traffic | |
| taxi | few | taxis | little | traffic | |
| | several | taxis | a great deal | | |
| | four | taxis | of | traffic | |
| | Example of noun | Example of noun Determiner many a few few several | Example of noun Determiner of noun many taxis a few taxis taxi few taxis several taxis | Example of noun Determiner of noun Determiner many taxis a few taxis taxi few taxis little several taxis a great deal of | |

- **Exercise 5** Underline the correct noun form(s) or determiner in each sentence. The first one has been done for you.
 - 1. Dr. Rachel Lindstrom is studying a special aspect of (a biology / biology).
 - 2. She is doing (research / a research) on (a certain plant / certain plants) and their products that countries export.
 - 3. For example, Dr. Lindstrom has found that (some plants / a plants) contain substances that can fight (a diseases / a lot of diseases).

- 4. She and her colleagues now have (an information / enough information) to write (book / a book) about their investigations.
- 5. Specifically, this new volume will examine the consequences that can result from a country's (export / exports).
- 6. For example, does the fact that Colombia exports (several / a great deal of) coffee have any negative impact on Colombia?
- 7. In Ecuador, (many / much) types of bananas can be found all over. They are harvested and sent worldwide.



Studying for the Law



14

Henry is studying at Harvard University; he's going to become (lawyer / a lawyer). 1 (A law / Law) is a difficult subject. It requires (a concentration / a lot of 2 3 concentration). (A lawyer / Lawyers) study in law school for three years. After law 4 school, the graduates have to take (a difficult examination / difficult examination). 5 (Some graduates / Some graduate) pass this examination, but others don't. 6 (A little graduates / A few graduates) take the examination a second or even a third 7 time. (Some people / A people) say that there aren't (enough good lawyer / enough 8 9 good lawyers). Others say that there aren't (many good lawyers / many good 10 lawyer). (Some lawyers / A lawyers) feel satisfied with (a work / their work). 11 12 (This lawyers / These lawyers) have clearly chosen the right profession. At the end 13 of each day, (satisfaction / satisfactions) with one's work is extremely important.

| Exercise 7 | Put a check mark (\checkmark) beside each of the expressions th each noun. The first one has been done for you. | | it could be used correctly before | |
|------------|---|--|---|--|
| | new student | students failed | The students said that they | |
| | in our class didn't pass | the test. | had information, | |
| | the test. | | but it was not enough. | |
| | A | A | an | |
| | Ø | ø | Ø | |
| | The | Some | some | |
| | That | Much | the | |
| | These | A lot of | enough | |
| | Some | A few | a lot of | |
| | Many | A little | many | |
| | Much | Enough | a few | |
| | Enough | Several | a little | |
| | A few | Four | one | |
| | Two | That | those | |
| | Plenty of | Plenty of | plenty of | |
| | A great deal of | A great deal of | a great deal of | |
| Editing | | | | |
| Exercise 8 | incorrect, write your correct | om a business publication. If the ed edit on the line. If it is correct, | underlined noun phrase is , write <i>correct</i> on the line. | |
| | 1 | 6 | | |
| | 2 | 7 | | |
| | 3 | 8 | | |
| | 4 | 9 | | |
| | 5 | 10 | | |

Small Business Success

In today's world, what does it take to make a business succeed? A study of $\frac{1}{1}$ hundreds of successful small businesses found they had much characteristics in $\frac{2}{1}$ common. It found that the owners of successful businesses:

- have enough time to devote to the business, typically 60+ hours each week;
- · have many capital to cover costs for six months;
- provide an adequate training to each employee;
- provide close supervision of new employees;
- treat both customers and employees with a great deal of respect
- request feedback from customers.

Second, the employees of successful businesses:

- have sufficient education to handle the job;
- understand the importance of customer service;

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earn good salary and have access to health insurance;

- receive <u>a little weeks of vacation</u> every year;
- have some flexibility in work hours;
- receive a regular feedback on their performance from their supervisor.

10

Exercise 9

In eleven of the underlined noun phrases, the quantifiers are used incorrectly. Find the errors and make the corrections. More than one option may be correct. Use \emptyset to indicate that no article or other quantifier is needed.

Rainforest Island



Rainforest Island has been treated extremely well by nature. It has much
much
dense forests, which produce beautiful wood. On the north side of the island it has mountains where a coffee is grown. In the southern area, there are thousands of acres of bananas and one sugar there as well. The island exports a lot of wood, coffee, bananas, and sugar. There are other resources to be developed, too. The eastern shore has a beautiful beaches and would be ideal for tourism; so far, however, tourism has not brought many money. There are only a little hotels on the island, and these are not in good condition. There is a good news, though; the Islands Hotel Investment Group is planning to invest heavily in the area. This will result in much excellent facilities and will provide many work for the inhabitants of the island. Even more important, at the end of the twentieth century, a few oil was discovered just off the northern shore. Since then, scientists have found that there is many oil underneath the island. Until now, Rainforest Island has had to depend on agriculture, but in the future—with oil and tourism about to be developed—it is likely that there will be some changes in the character of the island.

CHAPTER QUIZ

Exercise 10 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | We | need to buy for the | e livi | ng room. |
|----|------|--|--------|--|
| | | a new furniture | | new furnitures |
| | B. | new furniture | D. | a few new furnitures |
| 2. | I go | ot wonderful news | today | y! I'm getting a 10% raise. |
| | A. | a | C. | a few |
| | В. | some | D. | those |
| 3. | Bef | ore we decide where to go o | n vac | ation, we have to get information about |
| | hot | tel costs. | | |
| | A. | an | C. | some |
| | B. | a few | D. | one |
| 4. | Му | son spends too wa | tchi | ng television. |
| | A. | much time | C. | many time |
| | B. | much times | D. | many times |
| 5. | Da | vid, can you give me | _ ab | out asking for a promotion at work? |
| | A. | an advice | C. | some advices |
| | B. | some advice | D. | advices |
| 6. | Sin | ce we moved into this neigh | borh | nood, the kids have made new friends and |
| | hav | ve spent time with | them | , so I think they're adjusting OK. |
| | A. | a little a few | C. | a little a little |
| | B. | a few a little | D. | a few a few |
| 7. | Ca | rol: What time do you want | to_ | ? |
| | | vid: Not too late. Jan is givir , remember? | ng us | a ride to the restaurant, but we have to come home |
| | A. | have dinner by a bus | C. | have dinner by bus |
| | B. | have a dinner by bus | D. | have a dinner by a bus |
| 8. | We | e need to help the kids with | their | tonight. That's important part of |
| | ou | r family routine. | | |
| | A. | homeworks a very | C. | homeworks very |
| | B. | homework very | D. | homework a very |

11

ORIGINAL WRITING

| Exercise 11 | Write a paragraph about a field of study or a job you are interested in. Include at least five items about the field or job that you like. Include the following expressions in your essay: a, some, several, many, a lot of, much, a little, little, a few, few, a great deal of, plenty of, and enough. Then underline all the count and noncount nouns and have a partner check to see if the articles and determiners are correct. |
|-------------|--|
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Articles: a, an, the

Articles—those little words that can be so difficult to use correctly—introduce and identify nouns. There are two kinds of articles in English: indefinite (a, an) and definite (the). Articles occur before nouns (the book) and before adjective + noun combinations (a big book).



CHECK YOUR GRAMMAR

Five of the eight underlined words or phrases contain an error related to articles. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Architecture—More Than Solving Problems

In <u>the architecture</u>, as in any art, it is never enough to solve <u>a problem</u>. Building forms have <u>the profound</u> effect on <u>the quality</u> of life; <u>the painting</u> and <u>the sculpture</u> reflect, comment on, and affect future of the arts and of humanity.

From: M. Witt, Brown, C., Dunbar, R., Tirro, F., and Witt, R. (2005). The Humanities: Cultural Roots and Continuities, 7th ed., Vol. 1. Boston: Houghton Mifflin, p. 304.

2.1 Article Basics

This chart gives you the basic uses of articles in English. (For a review of count and noncount nouns, see Chapter 1.)

| | Articles | | |
|-----------------------------|-------------|-----------|----------------|
| | Count Nouns | | Noncount Nouns |
| Indefinite articles (a, an) | a cat | cats | money |
| | an ugly cat | ugly cats | |
| | an answer | answers | |
| Definite article (the) | the cat | the cats | the money |

2.1.1 Three Rules for Avoiding Common Article Mistakes

The following three rules, repeated later in the chapter, are grouped here because they are the main rules that will help you avoid the most common mistakes with articles.

1. Use a, an, or the (or another word such as my or this) with singular count nouns.

Incorrect: Most university students own computer.

Correct: Most university students own a computer.

2. Use the with specific noun references, either singular or plural. Specific noun references are definite.

Incorrect: Title of this course sounds interesting.

Correct: The title of this course sounds interesting.

Incorrect: Questions on yesterday's grammar test were difficult.

Correct: The questions on yesterday's grammar test were difficult.

3. Do not use *the* with general noun references, either singular or plural. General noun references are indefinite.

Incorrect: Our government should spend more money on the education.

Correct: Our government should spend more money on education.

Incorrect: The successful presentations require planning and practice.

Correct: Successful presentations require planning and practice.

Exercise 1 As you read the paragraph, fill in each blank with *a, an, the,* or Ø. Be prepared to explain your answer choice using information from one of the three rules discussed in Section 2.1.1. The first one has been done for you.

presentation usually affects _____ immediate audience. In

(continued)

| addition, visual aids a | are often part of pres | entations, as is |
|-------------------------|--------------------------------|-------------------------|
| 13 | 14 | 15 |
| interaction with audio | ence. Not all people who are g | good at public speaking |
| can deliver effective p | presentation. | |

2.2 **Indefinite Articles**

The indefinite articles are a and an. Use a and an with indefinite singular count nouns. Here are the main rules for indefinite articles.

2.2.1 Uses

1. Use a and an to introduce a singular count noun.

Let's take a speech class this semester.

There is an excellent show on TV tonight.

2. Use a and an to define or classify something.

Jambalaya is a rice dish that is native to south Louisiana.

My brother is **an** investigator for the city health department.

3. Use *a* and *an* to show that you are talking about one (of the item).

Excuse me. Do you have a pencil that I could borrow?

I need an eraser, as well.

Do not use one interchangeably to mean a. "Do you have one pencil?" emphasizes the number, not the pencil.

Special time expressions: One is used before day, week, month, and so forth, to refer to a particular time when something occurred, as in "One day I visited the new museum in town."

4. Use a and an for a general truth about a singular count noun. Reference is to all or most of the members in the group. (Note that a plural count noun without any article expresses the same idea.)

A piano has 96 keys. (= Pianos have 96 keys.)

A teacher should plan lessons. (= Teachers should plan lessons.)

We do not usually use an article with a noncount noun. Articles can be used with abstract nouns that are derived from verbs.

Time is money. (no article)

Hospitals saw a demand for better care. (abstract noun)





| Exercise 2 | Read the sentences and determine which of the four rules applies to the underlined noun or noun phrase. Put the rule number(s) in the blank. The first one has been done for you. |
|------------|---|
| | 13 Georgia O'Keeffe was <u>an American painter</u> born in 1887 near Sun Prairie, |
| | Wisconsin. |
| | 2O'Keeffe grew up on a dairy farm and knew at an early age that she wanted to |
| | be an artist. |
| | 3 She held jobs as <u>a commercial artist</u> and as <u>a teacher</u> before moving to |
| | New York in 1918. |
| | 4 In New York, O'Keeffe found <u>a new life</u> with Alfred Stieglitz, a photographer |
| | and owner of the 291 gallery. |
| | 5 In 1928, she took <u>a vacation</u> and went to Taos, New Mexico. |
| | 6 The trip had an impact of such enormity that it changed her life forever. She |
| | referred to northern New Mexico as "the faraway." |
| | 7 New Mexico was a place with wide vistas and far-reaching horizons. O'Keeffe |
| | bought a Model A Ford with which to explore the back roads of her new home. |
| | 8O'Keeffe's large-flower paintings have been referred to as a woman's art style, |
| | as though art created by <u>a woman</u> differed from that made by <u>a man</u> . |
| | 9Today O'Keeffe remains an important contributor to American art of the |
| | twentieth century. |
| | |

| 2.3 | Definite | Article the |
|-------|-----------|--|
| | | e is <i>the</i> . Use <i>the</i> with definite singular, plural, and noncount nouns. Use tyou are referring to something specific. Here are the main rules for |
| 2.3.1 | Uses | |
| | | r to a specific thing or person. This includes nouns made specific by phrases or adjective clauses. |
| | Specific: | The window in the kitchen has been closed all day. |
| | General: | A window is usually rectangular in shape. (= Windows are usually rectangular in shape.) |

16

Specific: The pilots who work for that airline will go on strike at midnight.

General: A pilot wears a uniform. (= Pilots wear a uniform.)

2. Use *the* for the second and all subsequent references to the same item. Note that sometimes different nouns are used to refer to the same thing. Using a variety of vocabulary items with the article *the* is an excellent device for coherence in your writing.

A deadly car crash (noun A—first reference) involving three vehicles (noun B—first reference) occurred on Highway 62 last night. Police said that the wreck (noun A—second reference) happened just after midnight. Though damage to the three cars (noun B—second reference) appeared to be minimal, the accident (noun A—third reference) claimed two lives.

 $Crash \rightarrow wreck \rightarrow accident$: Notice how crash becomes wreck and then becomes accident. $Vehicles \rightarrow cars$: Vehicles becomes cars. These different words still refer to the same original thing, and the article changes from indefinite (a) to definite (the).

3. Use the with a superlative, with a ranking, or with a comparison between amounts.

Many sports offer good exercise, but tennis is the best sport for people of all ages.

The third part of any joke is usually the punch line.

The more time you spend editing, the more corrections you'll make.

4. Use the with the parts of something or members of a group.

I like this watch. The minute hand is blue, and the hour hand is red.

Today the small-business owner finds it hard to compete against superstores.

The is used to talk about a body part in a more formal way, for example, in science or health discussion.

The stomach contains special liquids to help with digestion.

However, when we are referring to our own bodies, we use possessive adjectives, not the.

My stomach hurts because I ate all the chocolates.

 Use the when the item is known to both the writer and the reader (or to the speaker and the listener), when the context makes it clear, or when there is only one possible item.

Rick: Where's your phone?

Cara: It's next to the refrigerator.

Use the in general statements about a whole species (kind), class, or category.

The Apple computer was not developed by Bill Gates.

The green sea turtle is on the threatened and endangered list.

More medicine is needed for the sick. (the sick = sick people)

The use of *the* + SINGULAR NOUN is more formal than the more conversational style of using **plural** + no article.

The tiger is native to India. (formal)

Tigers are native to India. (less formal)



- Use the with unique, one-of-a-kind items (especially when talking about nature).
 The sun is shining directly overhead.
 Take a look at the sky! The clouds are moving fast today.
 There's nothing you can do to change the past, so plan for the future.
 Use the with certain proper nouns: oceans; seas; rivers; groups of islands, lakes,
 - the Atlantic Ocean the Hawaiian Islands the Sears Tower the Boston Red Sox the North

 the Atlantic Ocean the Hawaiian Islands the United States the Academy for the Arts

mountains; deserts; plural names of countries; areas identified by direction words;

Exercise 3 As you read the paragraph, fill in each blank with *a* or *the*. The first one has been done for you.

| The Wainwright and Reliance Buildings | | |
|---|--|--|
| Wainwright Building in St. Louis, Missouri, has all elements | | |
| of modern skyscraper: entire building is carried on | | |
| fireproofed steel frame, and its three sections are connected in relation to their | | |
| functions: ground-floor shops and entry, midsection offices, and topmost floors | | |
| where mechanical systems were placed. It should be compared with | | |
| Reliance Building, designed by Burnham and Root. Built in summer of | | |
| 1891, it is also self-supporting metal cage with glass infill. It was simple to | | |
| erect and maintain walls were great expanses of glass, some fixed, some | | |
| movable panels, providing light and ventilation for offices lining each side | | |
| of its central corridor. Visually, building is very clear expression 12 13 | | |
| of its function, which is to be tall, economical, and useful. Chicagoans pointed with | | |
| pride to development of "Commercial Style," but some critics felt | | |
| its simple expression of function through form was too commercial. It would not be | | |
| until after World War I that tradition would be completely broken. 16 | | |

Adapted from Witt et al., The Humanities, 7th ed., Vol. 1, p. 304.

2.4 No Article (ø)

In English, articles are not always necessary with nouns. Here are the main rules indicating when no article is needed before a noun.

2.4.1 Uses

1. No article is needed when you are referring to the whole group, class, or category.

Most people agree that more tax money should be spent on education.

We need to buy furniture for the new house.

Tigers are native to India.

2. No article is needed when you are referring to a thing in general, rather than to a specific member of a group.

The most popular subjects are **English**, math, and world history.

Love is easier for some people to express than for others.

I've never been interested in studying nature.

Beaches offer a place to play or to relax.

Exception: Use an article when you refer to a specific kind within a general thing.

I understand English well, but I sometimes have difficulty understanding the English spoken by young children.

The love he felt for his children couldn't be measured in words.

He developed a sudden interest in the nature of rainforests.

The beach he runs on is pure white sand.

3. No article is needed with names of cities, states, countries, and continents. Exceptions include place names with the words *united*, *union*, or *republic of*, as well as plural names. (See Section 2.3, Rule 8.)

New York Florida France Argentina Asia North America

4. No article is needed with a (single) lake, but use *the* with all other bodies of water. (See Section 2.3, Rule 8.)

(Exception: the Great Salt Lake)

Lake Michigan Lake Tikal Lake Okeechobee Lake Victoria

No article is needed with directions, but use the with areas identified by direction words.

Go north on the highway. I live south of the city.

He lives in the South. (the southern part of the U.S.)





6. No article is needed with diseases:

HIV AIDS cancer cholera heart disease diabetes

Some exceptions to this rule include the following:

the flu the measles the mumps the chicken pox

Use a with injuries, symptoms, and other nondiseases:

a cold a headache a heart attack a broken leg

7. No article is needed with the names of people, businesses, and most magazines.

Dr. Jenk's office is next to Brenda's office.

Microsoft has its head office in the state of Washington.

I just bought a subscription to Newsweek.

Exception: With a person's title that has no proper name, use the article.

This is the President.

8. No article is needed with months, dates, days, holidays, or seasons.

Christmas is **December** 25th. My birthday is **January 23rd**.

Classes start on Tuesday. Valentine's Day is next week.

We travel to California every winter.

Exception: Use the with dates in a phrase using the preposition of:

the 12th of August

9. No article is needed with chapters, numbers, highways, and interstates.

Please read Chapter 8 for tomorrow and answer question number 15.

Can you tell me whether Highway 60 will take me to Interstate 95?

No article is needed with commonplace words in certain idiomatic expressions. No
article implies that an activity is taking place at that location; the refers to the place of
the activity.

He is at home now. (NOT at the home)

He's at work. (NOT at the work)

Marguerite is still in bed. (NOT in the bed)

They're **on vacation**. (NOT on *the* vacation)

Exercise 4 As you read the paragraph, fill in each blank with *the* or Ø. The first one has been done for you.

| Landforms and Water |
|---|
| The United States offers fine examples of geographical landforms and bodies |
| of water. From mountain ranges to lakes to rivers, the |
| country has them all Rocky Mountains, stretching 2,000 miles from 5 |
| central New Mexico to northeastern British Columbia, |
| are undoubtedly the most impressive landforms in nation. |
| Along Rockies, separating the streams that flow into |
| 9 10 |
| Pacific Ocean from those that flow into Atlantic and to Gulf |
| of Mexico, is Continental Divide. There are hundreds of rivers in |
| United States, some of which act as state boundaries. For example, |
| 15 16 |
| Chattahoochee River separates Alabama and Georgia. Similarly, |
| Hudson River separates New Jersey from New York. Texas and |
| 19 20 |
| New Mexico have a common border in Rio Grande River. |
| 21 |
| Great Lakes form a boundary between the United States and |
| 22 23 |
| Canada. There are five lakes: Michigan, Superior, Huron, Ontario, and |
| Erie. Other well-known lakes include Lake Okeechobee in Florida, Lake |
| 25 |
| Pontchartrain in Louisiana, Great Salt Lake in Utah, and Lakes Champlain |
| 26 |
| and Placid in New York. |
| Many cities located on lakes and other bodies of water also serve |
| as ports. Chicago, on Lake Michigan, is one such example. Tampa in |
| 28 |
| Florida and New Orleans in Louisiana are both ports on Gulf of Mexico. |
| San Francisco serves as a port on the Pacific Ocean while Boston does the same on |
| Atlantic. |
| 30 |

Exercise 5 As you read the paragraph, fill in each blank with *the* or \emptyset .

| | Women's Ri | ghts and | Struggle | |
|---|-----------------------|--------------------|--------------------|------------------|
| | | | | |
| | for | Social Just | ice | |
| | 3 | | | |
| During | second half of | nineteen | th century, pro | gress toward |
| 4 | | 5 | | |
| equality between | men and _ | women i | n We | stern |
| | 6 | 7 | 8 | |
| Hemisphere was s | low. No woman was | able to receive a | medical degree | |
| Canada until | 1905 | Comadala Gua | | 9 |
| | 1895, so | Canada's nist | women doctor | s were forced |
| | United States. Ful | enfranchisemer | ot occurred in C | anada in |
| 12 | _ Officed States. Pul | emianemsemer | n occurred in C | allaua III |
| . — | h century, but | Canadian wo | men had gaine | d |
| 13 | 14 | | men naa game | 15 |
| | me provincial and n | | ns before 1900. | |
| | | - | | |
| in the United Sta | es, Canadian womer | n provided leader | ship in temper | ance, child |
| welfare, and labor | reform movements. | Argent | ina and | Uruguay |
| | reform movements. | 16 | 17 | _ 014844) |
| were among | first Latin Amer | ican nations to p | rovide | _ public |
| 1: | 3 | | 19 | |
| education for | women. Both | nations introduc | ed coe | ducation in |
| | 20 | | 21 | |
| | 1 same deca | ide, Chilean wor | nen gained acc | ess to some |
| 22 | 23 | | | |
| professional caree | rs. In Arger | | rst woman doc | tor graduated |
| | 24 | 25 | | |
| from medical sch | ool in 1899. In | | many women | were active |
| in the shelitionis | 26 | | | |
| in the aboutionis | movement, | _ rour women n | ad graduated in | 28 |
| | . More rapid progres | | | |
| incureince by 1002 | . More tapid progres | s was acrifered if | i iowei-status c | areers that less |
| directly threatene | d male eco | nomic nower Ry | and a | · F |
| arrectly trireatelle | 29 | nonne power. by | 30 | 31 |
| century, women o | lominated | elementary schoo | | |
| ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | 32 | cicinemaly series | or tederining time | , agriout |
| | | | | |
| Western | Hemisphere. | | | |

Exercise 6

Read the following paragraph. There are twelve mistakes in article usage. The first one has been done for you. Find the additional eleven and correct them.

A Vacation to Remember

Ø

I'll never forget my first trip to the Florida. It was in the September of 1980.

I went to Naples for a week and rented one hotel room on beach. During my visit,
I had both positive and negative experiences. I got a sun poisoning. I walked on
the beach. I thought a manatee was the shark. I ate lots of good seafood. I collected
the shells. I went sailing in Gulf of Mexico. I watched sun set every evening. I saw
different kinds of palm trees. I experienced the real meaning of the humidity. I fell
in love with the climate. After my vacation, when I was back at the work, I made a
decision to move to Florida some day. It took more than fifteen years, but the one
day came when I packed my car and drove south. I never looked back.

| Exercise 7 | In each lettered item, one of the four underlined words or phrases is not correct. Circle the |
|------------|---|
| | letter of the error and write the correction above the error. |

| 1. | If you have | the good study skills, | you will do well on | exams and have |
|----|-------------|------------------------|---------------------|----------------|
| | A | В | | С |
| | confidence. | | | |
| | D | | | |

| a little late in turnir | ng in your paper, th | ere's <u>a</u> good char | nce you will get |
|-------------------------|--------------------------------------|--------------------------|--|
| Α | В | C | |
| ade. | | | |
| | A little late in turnir A ade. | A B | a <u>little late in turning in</u> your <u>paper</u> , there's <u>a</u> good char A C ade. |

3. The university library, the only building that can offer quiet place to study, serves

B

C

as a meeting place for many students.

4. When scheduling study time, good student will allow three hours of study time

A

B

C

for each hour of class attended.

CHAPTER QUIZ

| Exercise 8 | Circle the letter of the correct answer. Be prepared to explain your answers. | |
|------------|---|--|

| 1. | The | professor believed that the student's pape | er wa | s not her own original writing, so he |
|----|------|--|-------|---------------------------------------|
| | wro | te "plagiarized" across the top of the first | page | . However, according to the student, |
| | the | re was no proof of | | |
| | A. | plagiarism in research paper | C. | the plagiarism in research paper |
| | В. | the plagiarism in the research paper | D. | plagiarism in the research paper |
| 2. | "I c | lon't know which of these courses I should | d tak | e. I need Can you |
| | rec | ommend one?" | | |
| | A. | a good three-credit English course | C. | good three-credit English course |
| | B. | the good three-credit English course | D. | a good three-credit English courses |
| 3. | | are awarded during a ceremony at the | he en | nd of each semester. |
| | A. | Degrees at an university | C. | Degrees at a university |
| | B. | A degree at universities | D. | A degree at a university |
| 4. | Ма | ny universities have medical laboratories t | that | carry out These research |
| | stu | dies conducted at universities often lead to | o | medical discoveries. |
| | A. | the research exciting | C. | the research the exciting |
| | B. | research exciting | D. | research the exciting |
| 5. | Ве | sure to take advantage of that is | offer | ed to incoming freshman. |
| | A. | the advising | C. | an advising |
| | B. | one advising | D. | advisings |
| 6. | _ | thing that all students have to do at | t | of each semester is take their |
| | fin | al exams. | | |
| | A. | Last the end | C. | The last the end |
| | В. | Last end | D. | The last end |
| 7. | | diploma is often a guarantee to | | . job. |
| | A. | University a high-paying | C. | University high-paying |
| | B. | A university high-paying | D. | A university a high-paying |
| 8. | In | general, students' grade point averages, or | GPA | s, are higher than they were just |
| | _ | years ago. For this reason, | educ | cators wonder how they can limit the |
| | gra | de inflation that they see in their schools | | |
| | A. | ten the many | C. | the ten the many |
| | B. | ten many | D. | the ten many |

24

ORIGINAL WRITING

| Exercise 9 | Write a paragraph about an important event in history. Identify the event, when it happened, why it happened, why it was important, who was involved, and so on. In your concluding sentence, write your opinion regarding this event or the importance of this event. Exchange paragraphs with a partner. Circle all the articles on your partner's paper and check for their correct use. |
|------------|---|
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Pronouns and Possessive Adjectives

<u>Pronouns</u> are similar to nouns because they often take the place of subjects or objects. In this chapter, you will review several important types of pronouns. You will also learn about possessive adjectives, which are easily confused with pronouns.



CHECK YOUR GRAMMAR

Two of the four underlined words contain an error related to pronouns and possessive adjectives. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

The Impact of English Ideas

The American Revolution and the events that followed <u>them</u> reflected the impact of English ideas on a pioneering society. The colonists worked well together at the local level in meeting <u>their</u> common needs. Beginning as <u>they</u> did—in a new environment—the colonists were critical of any limitation on <u>his</u> freedom.

Adapted from: Witt et al., The Humanities, p. 220.

3.1 Common Pronouns

These are the most common English pronouns:

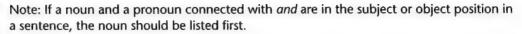
Subject pronouns: I you he / she / it we you they who

Object pronouns: me you him / her / it us you them whom

In general, don't use a pronoun if you have yet to mention the noun. The word that the pronoun refers to is called the *antecedent* (coming before).

I don't like to eat it. (Object pronoun; we have no idea what it is; there is no antecedent. Remember: An antecedent is the noun that a pronoun refers to.)

My mother is making *lasagna*. I don't like to eat it. (In the first sentence, *lasagna* is the antecedent of the pronoun *it*.)



Incorrect: I and my classmates will be studying for the final exam all weekend.

Correct: My classmates and I will be studying for the final exam all weekend.

Exercise 1 Read the following sentences. Change the underlined nouns to pronouns. Use the subject and object pronouns from the list on page 27. The first one has been done for you.

Our Busy Lives

My sister Sheila is in medical school. Sheila is one of the busiest people I know. My brothers, on the other hand, want to become famous athletes, so my brothers spend a lot of time practicing to become better at sprinting and running. I myself am busy studying literature with Dr. Smith. He is a great professor, but his lectures are repetitive. I am tired of listening to Dr. Smith and his lectures. When my sister comes home on weekends, my sister often goes to the cineplex with my brothers and me. Everyone in my family is usually too busy to do things together. However, my family is planning a trip to Spain next year. My family and I have never been to Spain, so we are very excited about seeing Spain. Madrid and Barcelona are two of the most famous cities in Spain. These cities offer many things to do, and thousands of tourists travel to these cities every year. If everything goes well, we will all take a break from our busy lives and have a great vacation. I am certainly looking forward to this vacation. 10

3.2 Object Pronouns Used After Prepositions

Use the object pronoun in prepositional phrases, even if the prepositional phrase comes at the beginning of the sentence.

According to them, it's not easy to get into that field.

Besides **me**, a lot of people are signing up for Dr. Winston's class.

I will never forget our trip to France and the Eiffel Tower standing grandly in front of **us**.



Exercise 2

As you read the following sentences, put an object or a subject pronoun in the blanks. The first one has been done for you.

- Rachel Williams, who is the Vice-President of Marketing for Ex-Co, was supposed to run today's important stockholders' meeting, but _____ was not able to attend the meeting.
- Instead, Miguel Rodriguez, Ex-Co's well-known but not so popular CEO, stepped in to
 run the meeting. According to _______, the company's stock has lost 20 percent of
 its value this quarter, a negative trend that is expected to continue for at least another
 fiscal year.
- This loss will most definitely affect the merchants. These merchants bargained for the sale of Ex-Co's goods, but ______ weren't successful at maintaining their target prices.
- 4. Most of Ex-Co's employees, however, blamed the company's losses on Paul Lee, the company's financial analyst. Because of ______, the proposed increases in salary didn't go through.
- 5. The bureaucracy in certain corporations is staggering. However, with a new restructuring plan, ______ should decrease as time goes by.
- Ex-Co's employees don't have much confidence in this new plan. ______ want to organize a walkout if the changes are not implemented smoothly.
- 7. According to business analysts who follow the ups and downs of Ex-Co, all of these problems are not surprising. With the economy so sluggish, it is no surprise that employees are unhappy with the current situation. Knowing the company all too well, ______ do not see a happy ending for themselves or for Ex-Co.

3.3 Possessive Pronouns Versus Possessive Adjectives

It's easy to confuse possessive pronouns with possessive adjectives. Remember that possessive adjectives, like all adjectives, describe something. They are always used with a noun. Their function is to show ownership—to *whom* does the object belong?

Did you get your car repaired today?

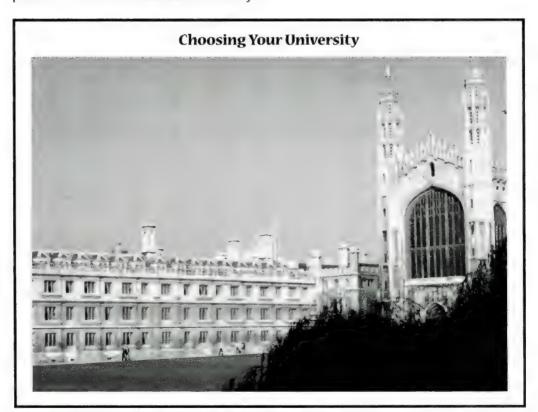
Compare possessive adjectives with possessive pronouns, which take the place of nouns and are used alone. Nouns do not follow possessive pronouns.

I just got my car repaired. When will you get yours repaired?

This chart compares possessive adjectives with possessive pronouns:

| Possessive Pronouns | |
|----------------------------|--|
| mine | |
| yours | |
| his, hers | |
| ours | |
| yours | |
| theirs | |
| | |

Exercise 3 Read the paragraph and fill in the blanks with the correct possessive adjective or possessive pronoun. The first one has been done for you.



(continued)

| Choosing a university is not an easy task. First, you must decide what |
|--|
| major is going to be. Why is this important? Many schools are famous for certain |
| fields of study, so a university that is famous for business program might |
| not be a good choice for people who want English literature to be field of 3 |
| study. A friend of, James, decided to study at the University of Michigan |
| because it has an excellent language program parents wanted him to stay |
| in California and go to UCLA, but for the program he was interested in, going to |
| a school in Michigan made more sense. Another important factor is tuition. For |
| example, my brother, who worked part time throughout high school, was able to |
| get into a private university. The cost of university is much higher than |
| , which, as a public university, costs me 70 percent less per year. |
| 7 choice was purely economic. The bottom line is this: Whatever university you |
| decide on, make the best of choice and take advantage of everything the |
| university has to offer. It can be one of the most important decisions of life. |

3.3.1 Possessive Pronouns and Antecedent Agreement

In writing, one of the most prevalent pronoun errors occurs with agreement. Make sure that pronouns always agree with their antecedents in number (singular or plural), and in gender. (See Section 3.1 for a definition of *antecedent*.)

The boys always ride to school on their bikes.

The possessive adjective their (plural) agrees with the noun boys (plural).

Britney usually calls her friends after school.

The possessive adjective her agrees with the noun Britney (singular, feminine).

Incorrect: Each person in this class should have their own textbook.

The possessive adjective *their* is plural, but its antecedent, *person*, is singular. You can correct this error in two ways:

1. Change the possessive pronoun to the singular his or her.

Each *person* in this class should have **his or her** own textbook.

However, many writers do not like the use of "his or her" because it is wordy.

2. Make the subject plural: people.

People in this class should have their own textbook.

An important additional benefit to using plural subjects is that verbs in the present tense do not need an -s ending. In other words, you are less likely to make mistakes with subject-verb agreement if the subject is plural. Remember this good strategy in your writing!

Editing

Exercise 4

The following paragraph contains seven errors concerning pronouns or possessive adjectives. Underline the errors and write a correction above each one.

Irrigation

Irrigation management is an interesting field, especially in places where water supplies are low. Irrigation experts have various tasks such as taking soil samples, checking existing water tables, and projecting the amount of rain for the future. These people usually get his degrees from irrigation institutes. Them study many years in order to become familiar with the various tasks involved in her profession. For some of they, a job with local water authorities is a good place to begin his career. Others prefer to find jobs as contractors, working independently to aid farmers with our irrigation needs. Whatever the job, irrigation experts are becoming increasingly important. Water is a precious commodity, and they cannot be taken for granted.

3.4 Reflexive Pronouns

When both the subject and the object refer to the same person or thing, you can use a reflexive pronoun as the object, or second noun. The reflexive pronoun refers to the subject. Here are the reflexive pronouns:

myself yourself himself herself ourselves yourselves themselves itself

The children saw themselves on the television monitor.

The skier hurt himself when he veered off the main ski slope.

Do not use a reflexive pronoun after a preposition unless the pronoun is the same as the subject.

Incorrect: My sisters laughed at myself when I dyed my hair.

Correct: My sisters laughed at me when I dyed my hair.

Correct: I laughed at myself when I dyed my hair. (The subject pronoun I and

the object of the preposition pronoun myself are the same person.)

Reflexive pronouns are never used as subjects.

The following are NOT grammatically correct English words:

hisself ourselfs theirselves

Editing Exercise 5

Read each sentence. If it is correct, put a C in the blank. If there is an incorrect pronoun, put an X in the blank and make the correction above the error.

- 1. The defendant looked around and silently asked herself how the jury felt about
- 2. At the same time, the members of the jury were probably asking theirselves how they got chosen to participate in the trial.
- 3. The prosecuting attorney questioned the defendant about whether she had incriminated herselves by not answering a previous question.
- 4. During closing remarks, the jury members wondered how many times the defense attorney had listened to himself practice that speech.
- 5. Since the trial took longer than expected, the judge asked that the jury members be sequestered in a hotel, without any access to outside information. This event put themselves in a difficult position.
- 6. With no access to newspapers, television, or any source of outside information, the members of the jury had to find other ways of entertaining themselves while they were sequestered.
- 7. The jury foreman promised hisself that he would remain calm during deliberations.
- 8. After the trial, one of the jury members said, "We certainly didn't enjoy ourselfs during this time, but serving on this jury was our civic duty."

3.4.1 Using Reflexive Pronouns for Emphasis

You may hear reflexive pronouns used to emphasize a point. In this case, the reflexive pronoun means the same thing as the noun or pronoun it refers to, or reflects.

I don't know what you want to do, but I myself want to go to the park.

It was he himself who built the tree house in the backyard.

We enjoyed the *play* itself but not the musical score.

When using reflexive pronouns, be careful with prepositions. Note the differences in meaning between these sentences:

Lisa painted herself green for the Halloween party. (Lisa painted her body.)
Lisa painted by herself. (Lisa painted alone; we don't know what she painted.)

Exercise 6 Fill in the blanks in the following paragraph with reflexive pronouns or with prepositions (for example, *for, at, of,* and *by*) and reflexive pronouns. The first one has been done for you.

self-portrait. He never officially studied art, but he ____

Personal Ambition Richard is an ambitious young man. He lives $\frac{by \text{ himself}}{1}$ and never asks for help from anyone. He is an accomplished painter. In fact, he has recently painted a

nothing a person cannot learn by practicing. When Richard first started painting,

the results were not so good. Richard, always a good sport, just laughed

tried again. He doesn't feel sorry _____ when he makes a mistake. He learns from

his mistakes and goes on. At a special art auction held last week, one of his paintings

sold for more than \$1,000! He was very proud _____! The buyers _____ were

surprised that Richard was a novice painter. Richard _____ was not; he knows

how much he can accomplish in his life.

3.5 You, one, and they Used as Indefinite Pronouns

You can use the indefinite pronouns you, one, and they in general terms.

One never knows what can happen during a long trip. (*One* refers to any person. This use is more formal than *you*.)



Credit card companies can harass **you** if **you** don't pay your bill on time. (*You* refers to any person. This use is considered informal. Some instructors may consider this word too informal for academic writing. Follow your course guidelines.)

They ski in the Alps, but I'd be afraid to. (*They* refers to people in general. Do not use in formal speech or writing. Instead, use a specific noun, such as "Many Swiss" instead of "They" in this example.)

Exercise 7

Read the following dialogue. Above the underlined indefinite pronouns, write the person or people these pronouns refer to. The first one has been done for you.

Joanne: Hi, Gina. What's new?

Gina: Don't ask! I'm mad!

Joanne: Why? Who are you mad at?

People who work in travel agencies

Gina: A travel agency. They never get anything right.

1

Joanne: What happened?

Gina: I booked a flight and cruise to Mexico for

spring break.

Joanne: And?

Gina: You know the saying "You should always double-check everything"?

2

Joanne: Sure. You never know the kinds of mistakes people will make.

3

Gina: Well, I should've listened to that advice. I bought my tickets and thought everything was fine until I noticed that the dates were all wrong! And my tickets are nonrefundable. Now it's too late to change the tickets.

Joanne: Can you talk to someone at the agency? Complain maybe?

 \underline{Gina} : You know how \underline{they} are ... everything's about contracts and reading the fine print.

I'm stuck with these tickets, and the travel dates, unfortunately, fall during final exams this semester.

Joanne: Hmm. Maybe you could talk to your professors about changing the exam dates. You

5
should never underestimate the flexibility of some instructors.

Gina: Maybe you're right. You never know! I'll give it a try.

6



Editing

Exercise 8 In each item, one of the four underlined words or phrases is not correct. Circle the letter of the error and write the correction above the error.

| 1. | Mike flew to Toronto to be with $\underline{\mathbf{h}}$ | <u>er</u> sister | . <u>It</u> had been over t | wo years since they |
|----|--|------------------|-----------------------------|------------------------------|
| | | Ą | В | C |
| | had seen each other. | | | |
| | D | | | |
| 2. | Everyone in the airplane terminal | moved | quickly out of thei | r airport lounges |
| | Α | | | В |
| | except the people who were in the | e jetway | at the <u>time</u> . | |
| | c | | D | |
| 3. | Mike took so many suitcases with | him on | vacation. He even | brought himself laptop, |
| | Α | В | | C |
| | seven paperbacks, and his sister's | CD play | er. His sister and h | e bought it a few years ago. |
| | | | D | |
| 4. | It was the airline union that work | ed to gi | ve <u>their</u> members a | new deal including more |
| | Α | | В | |
| | sick leave, a higher salary, better b | enefits | for <u>ramp workers</u> a | nd their families, and a |
| | | | C | D |
| | more solid pension plan. | | | |

CHAPTER QUIZ

B. themselves

Exercise 9

| Circle | the letter of the correct answer. Be prepare | d to | explain your answers. |
|--------|---|--------|---|
| 1. At | the beginning of the semester, we asked or | ır pr | ofessor for his guidelines for writing |
| ou | ır final research paper. Based on what | 1 | told us, we must cite at least ten |
| ar | ticles and two books. | | |
| A. | he | C. | his |
| В. | himself | D. | Ø |
| 2. M | any of my classmates checked with fellow s | stude | ents who have taken this course with |
| Di | r. Thompson. It seems that a 20-page resear | ch p | aper is standard for most of |
| co | ourses. | | |
| A. | Dr. Thompson | C. | his |
| В. | himself | D. | Ø |
| 3. At | t our first class meeting, Dr. Thompson clea | rly s | tated, "It goes without saying that all |
| st | udents are supposed to do own or | igina | al research, which means that no one |
| sh | nould use any material from any outside sou | ırce | without citing it appropriately in the |
| pa | aper." | | |
| A. | they | C. | their |
| В. | them | D. | theirs |
| 4. U | nfortunately, when reading the submission | s, Pr | ofessor Thompson found two |
| st | udents who had apparently copied substan | tial Į | portions of final papers from |
| th | ne Internet. | | |
| A. | . they | C. | their |
| В. | themselves | D. | theirs |
| 5. N | ot surprisingly, both students denied this so | eriou | s charge. When Professor Thompson |
| sh | nowed them the Internet site that closely re | sem | bled their papers, the students |
| in | sisted that there was no proof of plagiarism | ı in 1 | their research papers and that, in fact |
| _ | was the original and the Internet ve | ersio | n was the plagiarized paper! |
| A | . they | C. | their |
| В. | . themselves | D. | theirs |
| 6. T | he students discussed this serious charge wi | th th | ne professor and then the departmen |
| cl | hair, but were not satisfied with th | e res | sult. |
| A | . they | C. | their |

D. theirs

| 7. | At 1 | this point, one of the two students wanted | l to c | lrop the issue and accept the | |
|----|---|---|--------|--------------------------------------|--|
| | con | nsequences, but the second student talked | the f | first into continuing to fight their | |
| | cas | e. As a result, both students continued wit | h | appeal. | |
| | A. | they | C. | their | |
| | B. | themselves | D. | theirs | |
| 8. | The | ough it was apparent to most observers that | at th | e students had copied from | |
| | the Internet source, the students continued, working up the chain of command. | | | | |
| | Eve | entually, even the college president | in | vestigated the charges! Ultimately, | |
| | the | students' guilt was demonstrated, and the | ey we | ere expelled from the university for | |
| | aca | demic dishonesty. Plagiarism is serious. | | | |
| | A. | she | C. | herself | |
| | B. | by herself | D. | hers | |

ORIGINAL WRITING

Exercise 10 Write a paragraph about your best friend from childhood.

- Recall some specific characteristics about this person and his or her family.
- Think about some memories that you share.
- Identify the reasons that this person was or continues to be special to you.

| Be sure to include as many pronouns as you can. Exchange paragraphs with a partner and underline the pronouns. Are they all correct? | | | | |
|--|------------------|------------|------|---|
| idenine the pronot | ins. Are they un | r correct. | | |
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Verb Tense Review

This chapter reviews the <u>verb tenses</u> in English. In Chapter 5, you will work with specific problems that many writers have with verb tenses.



CHECK YOUR GRAMMAR

Three of the five underlined words or phrases contain an error related to verb tenses. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Terrorist Attacks

The September 11, 2001, attack on the World Trade Center by terrorists who hijacked two civilian airliners and were using them as missiles against the twin towers had left the nation stunned, angry, and determined to bring those who <a href="weep-using-ical-array-ic

From: C. Berkin, Miller, C., Cherny, R., and Gormly, J. (2006). Making America: A History of the United States, 4th ed. Boston: Houghton Mifflin, p. 1017.

4.1 Verb Tenses in English

The following chart gives you an overview of the twelve verb tenses in English. Then each tense is treated separately with examples of form and the most common uses, followed by practice exercises.

| | REGULAR VERB | IRREGULAR VERB |
|------------------------------|----------------------|--------------------|
| Present: | l paint | l eat |
| Present progressive: | I am painting | I am eating |
| Present perfect: | I have painted | I have eaten |
| Present perfect progressive: | I have been painting | I have been eating |
| | | (continu |

| | REGULAR VERB | IRREGULAR VERB |
|-----------------------------|---------------------------|-------------------------|
| Past: | l painted | l ate |
| Past progressive: | I was painting | l was eating |
| Past perfect: | I had painted | I had eaten |
| Past perfect progressive: | I had been painting | I had been eating |
| Future: | I will paint | I will eat |
| Future progressive: | I will be painting | I will be eating |
| Future perfect: | I will have painted | I will have eaten |
| Future perfect progressive: | I will have been painting | I will have been eating |
| | | |

4.2 Present Tense

The present tense takes the form:

VERB or VERB + -s | l eat. | He eats.

4.2.1 Uses

- For general truths and facts that are not limited to a specific time Water boils at 100° Celsius.
- 2. For a repeated, habitual, or usual action

They play tennis every Saturday morning.

3. For information from a book, a poem, research, or other work (this is often called the literary present)

In the play, Romeo and Juliet love each other despite their family differences.

4. For a future event (but there should be a future expression, usually an adverb or adverbial phrase)

The flight from Boston to New York departs in fifteen minutes.

5. For a future event in an adverb clause. (See Chapter 15 for adverb clauses.)

It is unclear what the world population will be when the United Nations **celebrates** its 100th birthday in 2045.

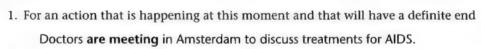
| Evereise | 1 | Write one sentence for each of the five uses of the present tense. | ı |
|----------|---|--|---|
| Exercise | | write one sentence for each of the five uses of the present tense. | |

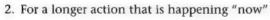
4.3 Present Progressive Tense

The present progressive tense takes the form:

am / is / are + VERB + -ing | I am eating.

4.3.1 Uses





"Now" can be a short time such as "at this second" or a longer time such as "today" or "this month / year / decade."

Kevin is working on four projects this month.

3. For a repeated action that causes irritation or problems (often used with the word *always*)

Politicians are always discussing ways of increasing government spending.

¹ For Exercises 1–13, you may find sentences from a source such as a magazine or the Internet.

4. For an event in the near future (used with an adverb indicating future)



Twenty students are taking TOEFL next Wednesday.

Remember that we usually put only action verbs in progressive tenses. Therefore, we can say *I* am going, *I* am eating, and *I* am exercising, but we do not usually say *I* am knowing, *I* am having, or *I* am being. However, it is possible to put nonaction (stative) verbs in the progressive whenever they have an "action" meaning.

I am having a problem. He is being impolite.

| Exercise 2 | Write one sentence for each of the four uses of the present progressive tense. |
|------------|---|
| | Use 1 |
| | |
| | Use 2 |
| | Use 3 |
| | Use 4 |
| | |
| 4.4 | Present Perfect Tense |
| | |
| | The present perfect tense takes the form: |
| | have / has + PAST PARTICIPLE have eaten. |
| | |
| 4.4.1 | |
| 4.4.1 | have / has + PAST PARTICIPLE I have eaten. |
| 4.4.1 | have / has + PAST PARTICIPLE I have eaten. |
| 4.4.1 | have / has + PAST PARTICIPLE I have eaten. Uses 1. For an action that started in the past and continues in the present |
| 4.4.1 | have / has + PAST PARTICIPLE I have eaten. Uses 1. For an action that started in the past and continues in the present California has been a state since 1850. |
| 4.4.1 | have / has + PAST PARTICIPLE I have eaten. Uses 1. For an action that started in the past and continues in the present California has been a state since 1850. 2. For an action that has just been completed |

4. For an action that happened several times (no specific past time) and may happen again

The government has increased the sales tax three times.

5. To indicate that you have (or don't have) the experience of doing something (no specific past time)

Have you ever read Hamlet?

6. For a change or an accomplishment that has occurred (no specific past time)

Because of the high demand for oil, the price of gasoline has increased.

Scientists **have cloned** a sheep and a cat.

7. To indicate an unfinished action that may happen (no specific past time)

The judge has not decided the fate of the criminal yet.



Exercise 3 Write one sentence for each of the seven uses of the present perfect tense.

| Use | 2. | |
|-----|----|--|
| Use | 3. | |
| Use | 4. | |
| Use | 5. | |
| Use | 6. | |
| Use | 7. | |

4.5 Present Perfect Progressive Tense

The present perfect progressive tense takes the form:

have / has + been + VERB + -ing I have been eating.

4.5.1 Uses

1. For an action that started in the past and is continuing in the present for a specific duration, with emphasis on the fact that it is still happening

The president has been discussing this problem for more than two years.

2. For an action that started in the past and is continuing in the present for a nonspecific duration, meaning "recently" or "lately"

Congress and the President have been discussing this problem.

| Exercise 4 | Write one sentence for each use of the present perfect progressive tense. |
|------------|---|
|------------|---|

| Use 1 | | |
|-------|------|--|
| | | |
| Use 2 | | |

4.6 | Simple Past Tense

The simple past tense takes the form:

| VERB + -ed | I painted. | |
|----------------|------------|--|
| IRREGULAR form | l ate. | |
| | | |

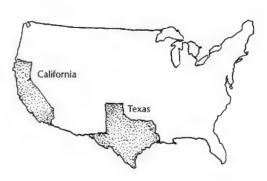
4.6.1 Uses

1. For an action or condition that was completed in the past

Miners discovered gold in California in 1848.

2. For a series of finished actions

Texas **became** a state in 1845, and California **joined** the U.S. in 1850.



| Exercise 3 | write one sentence for each use of the past tense. | | | |
|------------|--|--|--|--|
| | Use 1 | | | |
| | | | | |
| | N 2 | | | |
| | Use 2 | | | |
| | | | | |
| 4.6.2 | Two Other Expressions for Past Time: used to and would | | | |
| | In English, used to and would also express past tense. | | | |
| 4.6.3 | Uses | | | |
| | 1. For a past habit or action that is no longer true: used to OR would | | | |
| | When I was a young boy, I used to play tennis after school every day. | | | |
| | When I was a young boy, I would play tennis after school every day. | | | |
| | 2. For a past fact that is no longer true: used to | | | |
| | When I was a young boy, my family used to live in Pennsylvania. | | | |
| | Incorrect: When I was a young boy, my family would live in Pennsylvania. | | | |
| | Note that in the question form for <i>used to</i> , the final -d is dropped: | | | |
| | "Did you use to live in Pennsylvania?" | | | |
| | and in the negative form for $used\ to$, the final $-d$ is dropped as well: | | | |
| | "I didn't use to like strawberry ice cream." | | | |
| | Incorrect: "I didn't used to like strawberry ice cream." | | | |
| Exercise 6 | Write sentences for the uses of past time with <i>used to</i> and <i>would</i> . For Use 1, write one <i>used to</i> sentence and one <i>would</i> sentence. For Use 2, write one statement, one question, and one negative example using <i>used to</i> . | | | |
| | Use 1. used to | | | |
| | would | | | |
| | Use 2. statement | | | |
| | question | | | |
| | negative statement | | | |

| | The past progressive tense takes the form: |
|------------|---|
| | was / were + VERB + -ing I was eating. |
| 4.7.1 | Uses |
| | 1. For an action in the past that was interrupted |
| | We were eating dinner when the phone rang. |
| | 2. For an action that was happening at a specific time |
| | At 7 p.m., we were eating dinner. |
| | 3. For background or atmosphere information |
| | When I boarded my flight, I immediately realized that it was not going to be a fun trip. Several people were standing in the aisles. A few children were crying Another child was standing on the seat next to mine. A tired-looking flight attendant was already staring at her watch even before the door was closed. |
| xercise 7 | Write one sentence for each use of the past progressive tense. For Use 3, write one long example using several verbs in the past progressive tense. |
| Exercise 7 | |
| exercise 7 | example using several verbs in the past progressive tense. |
| Exercise 7 | example using several verbs in the past progressive tense. Use 1 |
| exercise 7 | example using several verbs in the past progressive tense. Use 1 |
| exercise 7 | example using several verbs in the past progressive tense. Use 1 |
| Exercise 7 | Use 1 |
| exercise 7 | Use 1 |

| 4.8 | Past Perfect Tense |
|------------|--|
| | The past perfect tense takes the form: |
| | had + PAST PARTICIPLE I had eaten. |
| 4.8.1 | Uses |
| | For a past action or condition that ended before another past action or condition began The man told us that we could not play tennis because it had rained too hard. For a past action or past condition that ended before a specific time in the past When Los Angeles became the capital of California in 1845, it had been a city for only ten years. Often the past tense can be used instead of the past perfect tense. For example, when before or after is used in the sentence, you know which action happened first. Kayleen had taken French before she took Spanish. Kayleen took French before she took Spanish. In contrast, expressions such as by the time often require the past perfect tense. Incorrect: By the time he arrived, the meeting began. Correct: By the time he arrived, the meeting had begun. |
| Exercise 8 | Write one sentence for each use of the past perfect tense. Use 1 |
| | Use 2. |
| 4.9 | Past Perfect Progressive Tense |
| | The past perfect progressive tense takes the form: had + been + VERB + -ing I had been eating. |

4.9.1 Use

The past perfect progressive tense describes a continuing action that started in the past before another past action either began or interrupted the first action:

I had been working there for almost five weeks before I received my first check.

Exercise 9 Write a sentence using the past perfect progressive tense.

4.10 Future Tense

The future tense takes the forms:

There are two ways to express the future in English: *be going to* or *will*. Many times you may use either verb without any difference in meaning. However, each form also has its special use, and there are times when only one is correct. In general, there are many more uses for *be going to* than for *will*. Unfortunately, many nonnative speakers have been taught that *will* is the better or "more correct" future form. For this reason, the most common error with future tense is for nonnative speakers to overuse *will*.

4.10.1 Uses

1. For a future plan: be going to

As a result of his speech, I am going to support him in the next election.

Most of my classmates are going to go to Hawaii for New Year's.

2. For a voluntary action: will (especially as a request or a response)

Ben: Will you carry this bag for me, please?

Sue: Sure, I will.

3. For a promise: will

I will send you a postcard when I'm in Paris next week.

4. For a prediction: will or be going to

In the next decade, consumers will spend more on electronic goods.

In the next decade, consumers are going to spend more on electronic goods.

| Exercise 10 | Write a sentence for each use of will and be going to. |
|-------------|---|
| | Use 1 |
| | Use 2 |
| | Use 3 |
| | Use 4. |
| | be going to |
| A 11 | Furture Due crue esimo Terro |
| 4.11 | Future Progressive Tense |
| | The future progressive tense takes the form: |
| | will + be + VERB + -ing I will be eating. |
| 4.11.1 | Uses |
| | 1. For an "interrupted" action in the future |
| | I will be watching TV when you call at eleven tonight. |
| | 2. For picturing the future |
| | In 2050, families will be living in much larger houses. People will no longer be communicating by telephone. Students will be learning from home via the computer and new video machines. |
| Exercise 11 | Write one sentence for each use of the future progressive tense. For Use 2, write one longer example using several verbs in the future progressive tense. |
| | Use 1 |
| | |
| | |

| 4.12 | Future Perfect Tense |
|------------|--|
| | The future perfect tense takes the form: |
| | will + have + PAST PARTICIPLE I will have eaten. |
| 4.12.1 | Uses |
| | 1. For a future action that is completed before another future action |
| | I will have worked here for more than five years when I get my promotion. |
| | 2. For a future action that is completed before a certain point of time in the future |
| | I will have worked here for more than five years by the year 2010. |
| xercise 12 | Use 1 Use 2 |
| | 036 2. |
| | |
| | |
| 4.13 | Future Perfect Progressive Tense |
| 4.13 | Future Perfect Progressive Tense The future perfect progressive tense takes the form: |

| 4. | 1 | 3 | .1 | U | lse |
|----|------|---|----|---|-----|
| | - 25 | | | _ | |

progressive:

The future perfect progressive tense describes a continuing action that will be finished at a specific time in the future:

The pilots **will have been flying** for almost fifteen hours by the time we reach Zurich.

| Exercise 13 | Write a sentence using | the future perfect p | rogressive tense. | | | | |
|-------------|--|----------------------|-------------------|------------------|--|--|--|
| Exercise 14 | Fill in the blanks with the correct forms for the verbs shown. A few answers have been provided for you. | | | | | | |
| | | Work | Talk | Eat | | | |
| | Present: | he works | | | | | |
| | Present progressive: . | | they are talking | | | | |
| | Present perfect: | | | | | | |
| | Present perfect progressive: | | | I've been eating | | | |
| | Past: used to | | | | | | |
| | would | | | | | | |
| | Past progressive: | | | | | | |
| | Past perfect: | | | | | | |
| | Past perfect progressive: | | | | | | |
| | Future: | | | | | | |
| | Future progressive: | | | | | | |
| | Future perfect: | | | | | | |
| | Future perfect | | | | | | |

Exercise 15

Read the following paragraph and look at the seven underlined verbs. Five of them contain an error. Circle the errors and write the corrections above. Explain to a partner why the other two are correct.

True-False Ouestions on a Test

Answering true-false questions on a test is tricky, but there were certain 1

things that you should know about these tests. Most true-false tests are containing 2

more true statements than false statements simply because they are made up by teachers. Since teachers prefer to leave true information in your mind, they usually had stacked the test with true statements. Of course, some teachers will fool you, 3

but after the first test, you'll know for sure. On a true-false test, it was a good idea 4

to guess at answers that you do not know even if credit is subtracted for wrong answers. According to the laws of probability, you should get 50 percent right when you will guess even if you know nothing about the subject matter. If you are able to 6

7

make intelligent guesses, you should be able to do much better than that.

Exercise 16 Read the whole paragraph. For each pair of blanks, fill in the first blank with the name of the correct verb tense and the second blank with the verb in that tense. The first one has been done for you.

Advertising More than 125 years ago, the Campbell Soup Company (introduce) past/introduced 1 canned condensed soup and (give) ______/____ the world its first

(continued)

| convenience food. Since then, thos | se well-known red-and-white labels and the sigh |
|-------------------------------------|---|
| "M'm! M'm! Good!" (become) | / icons of American |
| | 3 |
| culture. Although sales of the popu | ılar brand total \$4.3 billion and Campbell's |
| hrands currently (account) | / for 80 percent of canned |
| braines currently (account) | 4 |
| soup sold in the United States, the | company (face)/ |
| | 5 |
| declines in domestic sales. Turning | to global markets, Campbell executives (hope) |
| | |
| | it in the very near future, more than half of the |
| 6 | |
| firm's profits (come) | _/ from foreign sales. |
| | 7 |

Exercise 17 Read the following paragraph and underline the correct verb forms in parentheses. The first one has been done for you.

Tales from Literature

In the history of English, tale (is, had been) a close cousin of tell; stories

(have, will have) a much longer association with voices than with pages. Some of

2
the greatest and most familiar tales (are being, were) told for centuries before they

3
(had been, were) written down by folklorists such as the Brothers Grimm. When

4
we read them, we notice how much there (has been, is) to hear. The peasants

5
and townspeople who (recite, recited) their tales for the Brothers Grimm

6
(had, will have) memorized them word for word as a magician might memorize

7
a spell (and indeed, in medieval German and English, the word spell might mean either a story or an incantation). A story (changes, would change) gradually

8
over decades of telling, but a traditional tale was not to be loosely paraphrased.

The telling, that is, the spell, required certain syllables in a certain order. In this respect, the traditional tale is more like a poem or song than it (is, was) like most modern novels, which (will not be, are not) intended to be read aloud, let alone memorized.

CHAPTER QUIZ

Exercise 18 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. l | Nev | v Belgium Brewing (NBB), America's first v | vind | -powered brewery, to make |
|------|------|--|--------|--|
| 1 | bot! | h a better beer and a better society. | | |
| 1 | A. | aims | C. | was aiming |
|] | B. | had aimed | D. | used to aim |
| 2.] | Fou | nded by husband-and-wife entrepreneurs | Jeff | Lebesch and Kim Jordan, the |
| (| con | npany European-style beers with | intri | guing brands such as Fat Tire and |
| | Sun | shine Wheat. | | |
| | A. | offered | C. | is offering |
| | B. | had offered | D. | offers |
| 3. | Leb | esch up with this idea for brewir | ıg be | ers with unique names while touring |
| | Bel | gium on a bicycle. | | |
| | A. | comes | C. | is coming |
| | B. | came | D. | used to come |
| 4. | Ret | urning home with a special yeast strain, L | ebes | ch experimented in his basement and |
| | | a beer that he named Fat Tire Ambe | r Ale | in honor of his bicycle trip. |
| | A. | was creating | C. | created |
| | В. | had created | D. | will create |
| 5. | Ву | 1991, he and his wife in bottling | and | delivering five Belgian-style beers to |
| | sto | res in and around their hometown of Ft. C | Collin | ns, Colorado. |
| | A. | are succeeding | C. | will have succeeded |
| | B. | succeed | D. | had succeeded |
| 6. | Cai | ring for the environment, NBB employees | | paper and as many other |
| | sup | pplies as possible. | | |
| | A. | have recycled and reused | C. | recycled and reused |
| | B. | had recycled and reused | D. | recycle and reuse |
| 7. | Leb | pesch and Jordan the entrepreneu | ırial | spirit of the workforce through |
| | em | ployee ownership. In fact, employees shar | e in | decisions, serve as taste testers, and |
| | rec | eive detailed information about NBB's fina | ancia | al performance. |
| | A. | unleash | C. | had unleashed |
| | B. | have unleashed | D. | would unleash |
| | | | | |

| | 8. If the success of NBB contin | ues, no one doubts | s that NBB | to be one of | | |
|-------------|--|---------------------|--------------------|----------------------------|--|--|
| | America's best business suc | cess stories. | | | | |
| | A. will continue | | C. have contin | ued | | |
| | B. had been continued | | D. used to con- | tinue | | |
| Exercise 19 | Choose a copy of a paragraph in English from a magazine, newspaper, or the Internet. Underline the verbs and identify their tenses. Then bring your work to class to check with a partner. | | | | | |
| | ORIGINAL WR | ITING | | | | |
| Exercise 20 | Write two paragraphs about tw both affirmative and negative v identify the verb tense for each | erb forms. Underlin | | | | |
| | In the first paragraph, write person was, when he or sh to you, and why this perso | e was born, where | he or she lived, h | | | |
| | • In the second paragraph, de | o the same thing, b | ut write about so | meone who is still living. | | |
| | | | | | | |
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Problems With Verb Tenses

This chapter focuses on three of the most common problems that writers have with verb tenses: (1) <u>incorrect forms</u>, (2) <u>shifts in verb tense</u>, and (3) <u>confusing verb tenses</u>. As you study this chapter, you can refer to Chapter 4 for examples of the forms of the verb tenses.



CHECK YOUR GRAMMAR

Five of the eight underlined words or phrases contain an error related to verb tenses. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Thematic Apperception Test

Harvard psychologist Henry Murray has developed the Thematic Apperception
Test (TAT) in the 1930s (Murray, 1938). The test consists of a set of pictures depicting ambiguous scenes that may be interpreted in different ways. In this test, a subject had been asked to tell a story about the scene, what led up to these events, and what the eventual outcome had been. Murray believed that the stories that people tell revealed aspects of their own personalities.

From: J. Nevid (2007). Essentials of Psychology: Concepts and Application. Boston: Houghton Mifflin, p. 496.

5.1 Problems With Verb Forms

English has twelve verb tenses (see Chapter 4 for more information), but five verb tense forms often give writers the most trouble:

- 5.1.1. Progressive tenses
- 5.1.2. Passive voice and past participle
- 5.1.3. Perfect tenses, past participle, and have
- 5.1.4. Do and the form of the verb
- 5.1.5. Modals and the verb

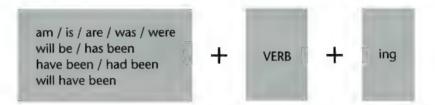
Study the following rules, errors, and correct examples. Do you sometimes make these errors in your writing? Do you know when and why?

5.1.1 Progressive Tenses and -ing

With a progressive tense, it is easy to forget the -ing. The rule is:



Use be + PRESENT PARTICIPLE (base verb plus -ing) for a progressive tense. Don't forget the -ing.

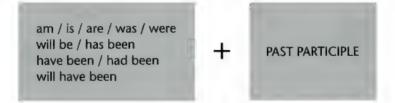


While passengers on long international overnight flights are sleeping, the pilots are working hard to make the flight as smooth as possible.



5.1.2 Passive Voice and Past Participle

In passive voice, some writers forget to use the past participle form of the verb. The rule is: Use be + PAST PARTICIPLE (base verb plus -ed) for the passive voice.



After the exams have been graded, they will be returned to the students.

5.1.3 Perfect Tenses, Past Participle, and have

For perfect tenses, you need to use the past participle with the correct form of *have* (*have*, *has*, *had*, *will have*). The rule is:

Use have + PAST PARTICIPLE for perfect tenses.



We had visited Los Angeles before the last earthquake struck, but we have not gone back since then. (The past participle of go is irregular: gone.)

5.1.4 Do and the Form of the Verb

With do / does / did, don't put an -s or -ed on the verb. The rule is:

Use the base form of the verb with do / does / did.

Do not add any endings to a verb following do / does / did.



How many people do you expect to attend the gathering this Saturday evening?

5.1.5 Modals and the Verb

With modals, such as *would*, *may*, *can*, some writers make the mistake of adding the word *to* before the verb or adding an ending (-s, -ed, -ing) to the verb. The rule is: <u>Use only the base form of the verb after modals</u>. Do not use *to* after modals. Do not add any endings to the verb.



Some scientists will participate in the experiment, but others may refuse to do so.

Exercise 1 As you read the paragraph, underline the correct verb forms. The first one has been done for you.

The Architecture of the Golden Gate Bridge



Millions of people all over the world have (see, saw, seen, seeing) the Golden

Gate Bridge in San Francisco, so people now (equate, equated, equating) the

2
Golden Gate Bridge with the city of San Francisco. Though they know that the Golden

Gate Bridge is in San Francisco, what they do not (know, knew, known, knowing) is

3
that the nickname of this structure was "the bridge that couldn't (be, been, being)

4
(build, built, building)." The idea of the construction of a bridge across San Francisco

5
Bay had (be, been, being) (discuss, discussed, discussing) for years before the

6
7
construction of the Golden Gate Bridge was actually (start, started, starting) in 1933.

8
This bridge was (consider, considered, considering) impossible to build for a

9
variety of reasons. First of all, the weather in the area—with high winds, rain,
and fog—was rarely good. Second, engineers (think, thought, thinking) that

10
the strong ocean currents in the bay meant that the bridge could not

(to be, be, been, being) (construct, constructed, constructing). In addition, they were

11
12
(concern, concerned, concerning) about how the strong winds in the area would

(continued)

to affect, affected, affecting) any large structure. Finally, it was the Depression.

14

The poor economy was (cause, caused, causing) people to experience incredible

15

difficulties, so many people thought that it would (to be, be, been, being) foolish

16

to spend such a large amount of money on such an impossible project. Getting the funds to build a bridge of this magnitude was a monumental task. In fact, it took four times as long to collect enough money to build the bridge as it actually took to build the bridge. Despite all these hindrances, the bridge was (erect, erected, erecting)

17

in four and a half years at a cost of 36 million dollars. The cost was high not only in monetary terms but also in human life: fourteen lives were (lose, lost, losing) during the construction of the Golden Gate Bridge.

Exercise 2 As you read the paragraph, fill in each blank with the correct form of the verb in parentheses. The first one has been done for you.

5.2 Maintaining the Same Verb Tense

In a nutshell, this is the rule for being consistent with verb tenses: <u>Do not change verb</u> tense in a paragraph unless you have a specific reason for doing so.

A common error made by writers is an incorrect shift in verb tense. For example, if your paragraph is about the history of a country, most of the verbs will be in the past tense. If your paragraph tells how a machine works, most of the verbs should be in the present tense. Pay careful attention to the topic that you are writing about because a topic usually has a certain range of verb tenses normally associated with that topic.

5.2.1 When a Tense Shift Is Correct

Sometimes a shift in verb tense is necessary, but it is important to consider the time of the action of the verb and its relationship to other actions or events in the paragraph. You may want to state a present fact, such as

Nuclear reactors are a huge threat to our well-being.

then explain why you believe this by supporting it with a past historical fact:

The horrible nuclear accident at Chernobyl in 1986 killed almost three thousand people in the immediate and surrounding areas as well as in faraway lands.

This shift from present tense to past tense is logical because the historical event occurred in the past, but nuclear reactors still exist.

5.2.2 Switching Between Present Tense and Past Tense

Shifting between the present and past tense of a verb is the most common shift error.

- Error 1: You begin a narrative paragraph in the past tense, shift to present tense, and then shift back to past tense.
- Error 2: You start explaining something in the present tense and unexpectedly shift to past tense.

The solution to this problem is to *think* about the time of each action that you are writing about and to *proofread* your work carefully with this time in mind.

As you read the paragraph, find and correct ten errors in shifting verb tenses. Be sure to take into account the time of the action.

Buying a Used Car



One of the worst experiences that I have ever gone through was buying a used car. I had heard many things—both good and bad—about buying a used car, but I never think anything bad would happen to me. I respond to an advertisement in the local newspaper. After I was calling the person and I made arrangements to see the car with him, I went to the owner's house and take the car for a test drive. The car seemed fine, but of course I took it to a car repair shop to have a professional mechanic look it over. Once he tells me that the car seems okay to him, I paid \$2,900 cash for the car. The owner assured me that everything in the car was working fine. Unfortunately, less than a month after I buy the car, the engine started making noises. Soon after, the car stopped running completely. I called the owner, but legally, he did not have any obligation to me. I quickly learn the meaning of the phrase "as is." In the end, I have to pay an additional \$2,000 to have a new engine installed. Therefore, my used car ends up costing me almost \$5,000. In hindsight, I could have used that sum as a large down-payment on a brand-new car.

Exercise 4

As you read the paragraph, find and correct seven errors in shifting verb tenses. Be sure to take into account the time of the action.

Censoring Music

One of the basic rights that we enjoy is freedom of speech, and this includes our right to listen to any kind of music that appealed to us. However, some of the music that is currently being played on the radio is obscene and should be banned. I don't have any children, but I do have* a seven-year-old niece. While I was driving her to school the other day, we were talking and listening to the radio. One of the songs on the radio is about sex and had some foul language in it. My niece asks me what one of the words meant. Clearly, what children heard has an influence on them. While I agree with the concept of free speech, I also thought that everyone had an obligation to set limits and not cross those lines. When songs deal with sex and use foul language, I think that the limit will be breached. This is not censoring; it is common sense.

Editing

Exercise 5

As you read the paragraph, find and correct thirteen errors in shifting verb tenses. Be sure to take into account the time of the action.

Working as a Server

Everyone has eaten in a restaurant, but I wonder how many people really know how hard a server's job is. I have been a server for almost five years. At first, it was a part-time job, but now it is my main job. I worked at a small upscale restaurant called the White Wolf Café. The restaurant served dinner from 5 p.m. to 10 p.m., but my shift runs from 4 p.m. to midnight. I get to work a few minutes before 4:00. After I have clocked in, I start folding napkins. Sometimes I had to help set silverware on the tables, but sometimes someone else takes care of that task. Though

(continued)

^{*} Do/does/did + VERB is the emphatic form: I do have a car. I did study the material.

we open at 5:00, hardly any customers showed up till around 5:30 or 6:00. For the rest of the evening, my job entailed greeting customers who are sitting in my section, which consisted of six tables. I explain things on the menu, take people's drink orders, take their food orders, and made sure that customers have what they need. I think that I am a good server because I am good at anticipating what people needed before they ask for it, and customers appreciated my service. The work is hard, but I enjoy working with people. The only negative aspect of this job is dealing with rude or difficult customers, but this was part of every job that deals with the public. We stopped serving food from the kitchen at 10:00, but some customers did not leave until 11:00. I have to stay until midnight to clean up and then organize some things for the next day. My job as a server is not an easy one, but I love this job and cannot imagine doing anything else.

Exercise 6 Analyze Real Language for Verb Tenses

Select a paragraph from an article or website that you find interesting. Underline all of the verbs in the excerpt. Work with a partner to identify and give a reason for the tense of each verb. Remember that some verb tense shifts, for example, are correct in moving from a present fact to the past history of how that fact came about. In your excerpt, can you find examples of verb tense shifts? Explain why the writer made these shifts.

5.3 Confusing Verb Tenses

In English, there are twelve verb tenses. (See Chapter 4.) Some tenses are easy to use; others are more difficult. A few verb tenses are easily confused with others. Most of the confusion centers around four verb tenses, all of which have a connection to past time.

5.3.1 Past Tense

Use the past tense when you are referring to an action that is finished:

Lincoln governed the United States during a difficult period.

Common errors that happen when you mean to use past tense:

Past progressive: Lincoln was governing ... (indicates a longer action that

was interrupted)

Past perfect: Lincoln had governed ... (indicates that one past action

happened before another past action)

5.3.2 Present Perfect Tense

 Use the present perfect tense when you are referring to an action that began in the past and continues now:

The U.N. has solved world problems for five decades.

 Use the present perfect tense when you are referring to an action that is important now:

The government has reformed the tax system.

 Use the present perfect tense when you are referring to a past action with an indefinite time, especially an accomplishment:

Scientists have discovered how aspirin works.

Common errors that happen when you mean to use present perfect tense:

Present progressive: The U.N. is solving ... (indicates an action that is

continuing right now)

Past tense: Scientists discovered ... (indicates an action that is finished,

with no relationship to the present; often used with a

specific past time)

Present perfect is often used for a past action when that action is relevant or important to the new information being presented. Consider this example from a conversation:

Ann: It's hot in here!

Pedro: I know, but I've turned on the air conditioner, so we have to wait a

few minutes.

The action of turning on the air conditioner is clearly a past action, but we use present perfect tense to show that it has a relationship to Ann's first statement "It's hot in here!"

5.3.3 Past Progressive Tense

Use the past progressive tense when you want to set the scene or atmosphere in prose:
 What a scene! A mother was trying to quiet her children.

 Use the past progressive tense when you are referring to a longer action that was interrupted:

The cashier was studying a receipt when the phone rang.

The flight was going smoothly when the pilot received a radio message about possible bad weather.

Common errors that happen when you mean to use past progressive tense:

The cashier is studying a receipt when the phone rang. (Use of the Incorrect:

present tense makes the verb tenses inconsistent.)

Incorrect: The flight went smoothly when the pilot received ... (Use of the

past tense implies a sequence of events instead of one event that was

interrupted by another event.)

5.3.4 Past Perfect Tense

Use the past perfect tense when you are referring to a past action that happened before another action:

I had never lived abroad before, so living in Malaysia was difficult.

A common error that happens when you mean to use past perfect tense:

I never lived abroad ... (Indicates that you are talking about one Past tense:

event that was not necessarily completed before the second event.)

Exercise 7 Read the paragraph and underline the correct verb tenses. Distinguish between using the past tense, the present perfect tense, and the past perfect tense. Be sure to take into account the time of the action. The first one has been done for you.

My Life as an ESL Teacher

My name is Carl Davids, and I am an ESL teacher. I (was, have been, had been) an ESL teacher since 1985. I (taught, was teaching, have taught) English in the United States and several foreign countries. In fact, I (had, have had, was having) more teaching jobs overseas than here in the United States. In 1985, I (started, have started) teaching in a large English program at a big university. Most of my students then (were, have been, had been) Spanish speakers or Arabic speakers. After that, I (moved, was moving, had moved) to a smaller city in a different state and (got, was getting, had gotten) a teaching position at a small college. I (worked, have worked, had worked) there for five years. In 1992,

I (was deciding, decided, have decided) to accept a job in Saudi Arabia.

I (have never worked, had never worked, never worked) in a foreign country before, so

this (had been, was, has been) a big shock in many ways. I (stayed, have stayed) there 12

(continued)

for one year. I (taught, have taught) English to officers in a military program. The 13

following year I (moved, have moved) to Malaysia to work at a brand-new English 14

program just outside Kuala Lumpur. For many reasons, it (was, has been) the 15

best teaching experience that I (had, have had) in my life. I (stayed, have stayed) in 16

Malaysia for three years. After Malaysia, I (took, have taken) a job in Japan. In late 17

1997, I finally (came, have come) back to the United States. In early 1998, 18

I (was finding, found, have found) a great teaching job at a university in 19

California where I (was, have been, had been) since then. I have great memories 20

of my years overseas. In fact, I (went, was going, have gone) back to Malaysia and 21

Japan twice and hope to be able to go back again next summer. When I first chose this career years ago, I was not so sure that it was the right career for me, but I (was enjoying, had enjoyed, enjoyed, have enjoyed) my years of ESL tremendously 22

and am certain that I made the right choice.

- **Exercise 8** Each of the following statements contains a puzzle. Read each one and then answer the questions. Be sure to identify the verb tenses in your answer and explain what they mean. The first one has been done for you.
 - Karen was writing a book in 1995. Lynn wrote a book in 1997. One of these books was published in 1998. Whose book was it? Lynn's How do you know?
 The past tense verb "wrote" shows that the book was completed, while the past progressive tense verb "was writing" shows that the writing continued and may still continue.
 Tom has been ill since last week. Jerry was sick last week. Which person might not be ill now? ______ How do you know?

| | Hussein used to live in Syria. Which of these people might live in the U.S. now? How do you know? |
|----|---|
| 4. | When the lights went out last night, Kevin was studying. Jack had studied. Who is probably better prepared to take the test today? How do you know? |
| 5. | Luke, Kyle, and Rick share an apartment. At 9:15 last night, the phone rang. Luke had taken a shower, Kyle was going to take a shower, and Rick was taking a shower. Which one could not answer the phone? How do you know? |
| 6. | Explain what the time of the action means in each sentence: a. When the phone rang, I was eating. |
| | b. When the phone rang, I ate. |
| | c. When the phone rang, I had eaten. |
| | d. When the phone rang, I was going to eat. (More common: When the phone rang, I was about to eat.) |
| | e. When the phone rang, I had been eating. |

CHAPTER QUIZ

Exercise 9 Circle the letter of the correct answer. Be prepared to explain your answers.



| 1. | Alo | Along with creativity in the visual arts, the late fifth century B.C an increase | | | | |
|---|------|--|-------|------------------------------|--|--|
| | in c | drama. | | | | |
| | A. | was seen | C. | had been seeing | | |
| | B. | is seeing | D. | saw | | |
| 2. | Dra | ıma, as we know it in the West, in | fact | a creation of the Greeks. | | |
| | A. | is | C. | had been | | |
| | B. | has been | D. | had been being | | |
| 3. | The | eatergoing was more than a festive activity | for | Athenians; it as an | | |
| important part of a citizen's education and was supported by the state. | | | | | | |
| | A. | is regarding | C. | is regarded | | |
| | B. | was regarding | D. | was regarded | | |
| 4. | Tra | gedies and comedies, as well as other thea | trica | l events, performed annually | | |
| | at t | he festival of Dionysus. | | | | |
| | A. | are | C. | have been | | |
| | B. | were | D. | had been | | |
| | | | | | | |

| 5. | 5. The ruins of the better preserved theater at Epidaurus and the theater of Dionysus or | | | | | | |
|--|--|--|-------|------------------------------------|--|--|--|
| | the | Akropolis us a clear idea of the c | ircul | ar orchestra—where the chorus sang | | | |
| | and | and danced—and the theatron, the horseshoe-shaped area for the audience. | | | | | |
| | A. | give | C. | gave | | | |
| | B. | were giving | D. | had given | | | |
| 6. | A si | kene, or backdrop against which the actors | | , was set up in the back of the | | | |
| orchestra, facing the audience. | | | | | | | |
| | A. | perform | C. | are performing | | | |
| | B. | performed | D. | were performed | | | |
| 7. Acoustics in this theater still remarkable. | | | | | | | |
| | A. | are | C. | have been | | | |
| | B. | were | D. | had been | | | |
| 8. | 8. In fact, a clear voice from the orchestra is deflected by the stone sides and | | | | | | |
| without any form of artificial amplification. | | | | | | | |
| | A. | can hear | C. | can be heard | | | |
| | B. | can to hear | D. | can to be heard | | | |

From: Witt et al., The Humanities, p. 100.

ORIGINAL WRITING

- **Exercise 10** Write a paragraph about either (1) an important current event or (2) an important recent problem.
 - Tell what the current situation is, why or how this event or problem happened (including when it began), and what is going to happen next.
 - Use both affirmative and negative forms.

| Try not to shift tenses unnecessarily or confuse any tenses. Underline all of the verbs. Exchange paragraphs with a partner and check each other's work for correct verb tenses. | | |
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Subject-Verb Agreement

This chapter covers subject-verb agreement, including these problematic categories:

- · basic subject-verb agreement
- subjects separated from verbs
- · indefinite pronouns as subjects
- · quantity words as subjects
- plural nouns that take singular verbs



CHECK YOUR GRAMMAR

Two of the three underlined words contain an error related to subject-verb agreement. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Hieroglyphic Systems

Both Mesopotamian cuneiform and Egyptian hieroglyphics was cumbersome systems of writing. In fact, only scribes with many years of training could write them. A form of writing corresponding to our alphabet (from alpha and beta, the first letters of the Greek alphabet) seem to have developed in response to the need of soldiers, traders, and merchants for a more efficient and easier writing system.

From: Witt et al., The Humanities, p. 31.

6.1 Basic Subject-Verb Agreement

This is the main rule to remember about subject-verb agreement: A subject must agree with its verb in number (singular or plural). The rules on the next page show how to form singular and plural verb tenses. In the examples notice how the verb changes to plural when the subject is plural.

1. For a singular third-person subject in present tense, the verb must have an -s ending. For all other subjects, the verb does not end in -s. (Modals never add any ending.)

| singular | plural |
|---------------------|-----------|
| I live | we live |
| you live | you live |
| he / she / it lives | they live |

Singular: The **President** of the U.S. **lives** in the White House.

Plural: The President's immediate family members live there, too.

2. For the irregular verb *be*, the singular uses *am*, *are*, and *is* for present tense and *was* and *were* for past tense.

| singular | | plural | | |
|------------------|-------------------|----------|-----------|--|
| l am | l was | we are | we were | |
| you are | you were | you are | you were | |
| he / she / it is | he / she / it was | they are | they were | |

Singular: President John Kennedy was assassinated on November 22, 1963.

Plural: On that day, President and Mrs. Kennedy were visiting the city of

Dallas.

3. In the following examples, the auxiliary verbs *has* and *have* (present perfect) must agree with each subject.

| singular | plural |
|-------------------|-----------|
| I have | we have |
| you have | you have |
| he / she / it has | they have |

Singular: The White House has had the name "White House" since 1801.

Plural: U.S. presidents have lived in the White House since 1800.

4. In "there + verb" constructions, the word *there* is never the subject. The subject comes after the verb.

Singular: There seems to be some *question* about the origin of this container.

Plural: There were several international officials visiting the city yesterday.

Exercise 1 Read the following paragraph. Underline the subjects once and the verbs twice.

Communication

A good story is essential to a good speech. A good story certainly helps a speaker to grab and maintain people's attention. Sources for good stories for speeches are everywhere. You can find stories in children's books and in holy books. You can highlight the exploits of heroes from mythology or movies in order to make

(continued)

a point. Sports celebrities and historical figures often have life stories that you can use to inspire and teach. Personal incidents from your childhood and life-changing events are excellent sources for stories for speeches. In fact, all of us are surrounded by stories. Good speakers keep their eyes and ears open for presentation topics. When they read a compelling story in a newspaper or magazine, they clip it. When they hear someone tell a great story, they write it down.

Adapted from: I. Engleberg and Daly, J. (2005). Presentations in Everyday Life: Strategies for Effective Speaking, 2nd ed. Boston: Houghton Mifflin, p. 300.

6.2 Subjects That Are Separated From the Verb

You may find it more difficult to see the connection between the subject and the verb if there is extra information between them. The extra information can be a prepositional phrase (Chapter 7), an adjective clause (Chapter 14), or a reduced clause (Chapters 14–16). In general, this intervening information does not affect the verb.

The little *girl* in the light blue jumper and matching tennis shoes is crying. (prepositional phrase)

The new board *members* who decided to vote down the proposed stock split **are** renegotiating their positions. (adjective clause)

The *thundershowers* pounding the coastline have caused some damage to the sand dunes. (reduced adjective clause)

Exercise 2 Read the following paragraph. Underline the subjects once and the verbs twice.

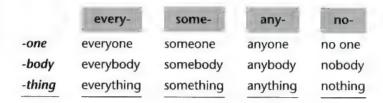
Business Management—The Subway Story

In 1965, when Fred DeLuca, age seventeen, borrowed \$1,000 from Dr. Peter Buck to open a sandwich shop, he did not realize that the two of them were launching an immensely successful global business. At the time, DeLuca and thousands of other college students were thinking about earning money to pay for college. The surprising result was a franchised organization with its name on 16,000 restaurants in seventy-four countries. Today Subway has more U.S. restaurants than McDonald's, and it is second only to McDonald's in the number of outlets worldwide. Nearly four decades after Subway's founding, its growth and enthusiastic customer acceptance around the globe have made DeLuca a billionaire.

Adapted from: W. Pride, Hughes, R., and Kapoor, J. (2005). Business, 8th ed. Boston: Houghton Mifflin, p. 97.

6.3 Indefinite Pronouns as Subjects

The list below shows common indefinite pronouns. Though these pronouns often refer to more than one person or thing, they take a singular verb when they act as the subject.



Is anyone coming to the party tomorrow night?

Something has to be done about the increasing crime rate!

If you believe in yourself, nothing is impossible.

Exercise 3 As you read the following paragraph, fill in each blank with the correct form of the verb in parentheses. Be sure the verbs agree with their subjects. The first one has been done for you.

Around here, nothing (get) ______ done because everybody (believe) ______

that someone else (be) ______ going to do the work. This is a problem because

susually no one actually (do) ______ the work. When nobody (do) ______ the

work, everyone (blame) _____ someone else. No one (want) ______ to take

responsibility. Anyone who can't recognize this paradox probably (have [negative])

_____ much experience in the real work world.

6.4 Expressions of Quantity

Quantity expressions can be troublesome when it comes to subject-verb agreement. The rules below govern quantity expressions with both singular and plural verbs.

 When a quantity word is followed by a prepositional phrase, the verb usually agrees with the quantity word.

One of the presidential candidates is in town today.

Three of my classes were canceled yesterday!

 Some expressions of quantity can take either a singular or a plural verb depending on whether the noun in the prepositional phrase is singular or plural.

Singular

All of the ... A
A lot of ... A
Some of the ... So

All of the *restaurant* was full.

A lot of the *money* was torn.

Some of the *pizza* has been

eaten.

One-half (third, quarter) of the ...

One-third of the *population* **is** going to vote.

Plural

All of the *restaurants* were full. A lot of the *bills* were torn. Some of the *pizzas* have been eaten.

One-third of the *people* are going to vote.

• The quantity word *none* takes a singular verb. Remember that *none* means "not one" (and "one" is singular).

I looked at all the paintings. *None* is interesting to me.

None of the **paintings** is interesting to me. (formal)

In spoken English, most people use a plural verb when a plural noun follows *none*. Never use a plural verb with *none* in formal academic writing.

Informal use only:

8. One-half of the students _

None of the paintings are interesting to me.



| Exercise 4 | Look around your classroom as you complete these sentences. Be sure to consider quantity |
|------------|--|
| | when choosing a verb. The first one has been done for you. |

| 1. One of my classmates is sleeping in class. | |
|---|--|
| 2. None of my friends | |
| 3. Some of the people in class | |
| 4. Everyone | |
| 5. Some of the desks | |
| 6. No one in the class | |
| 7. One-half of the class | |
| | |

When you use the following quantity words alone as subjects, without objects of prepositions after them, they take the verbs indicated below.

| Singular | Plural | | |
|---------------------|------------------|--|--|
| One is / makes | Both are / need | | |
| A little is / falls | A few are / fall | | |
| Each is / needs | | | |
| Every is / has | | | |

Exercise 5 As you read the paragraph, underline the correct form of the verb twice in parentheses.

Careers in Information Technology

The number of people choosing a career in information technology

(is increasing, are increasing) year by year. This decision is a smart one, for most

1 companies now (need, needs) someone with advanced computer knowledge. Web

2 design, computer graphics, and software development (is, are) just some of the areas

3 that (is, are) in demand. Anyone with the skill to manipulate a keyboard and be

4 creative (has, have) the opportunity to find an excellent employer. For those who

5 (is not, are not) happy working for someone, other opportunities (exist, exists).

6 7

Consulting (is, are) an excellent way to make a good living but not be tied down

8 to one job. People who like to make their own hours, choose their contracts, and decide how much they are willing to work (thrive, thrives) on consulting work.

Overall, a career in information technology, one of the most booming sectors that (has developed, have developed) over the last ten years, (is, are) a smart choice.

6.5 Connecting Words and Phrases and Subject-Verb Agreement

The next two sections show some common connecting words and phrases. The agreement of the verb depends on the particular connecting word or phrase.

With the connecting words neither+nor and either+or, the verb must agree with the subject that is closer to the verb.
Neither the professor nor her students are in the library.
Neither the students nor the professor is in the library.
Either my mother or my uncles are taking a vacation next week.
Either my uncles or my mother is taking a vacation next week.
With the connecting phrases along with and together with, the verb must agree with the first noun mentioned.
The professor, along with her students, is in the library.
The students, along with their professor, are in the library.
The anatomy books, together with the corresponding instructor's guide, look brand new.
The instructor's guide, together with the corresponding anatomy books, looks brand new.

Exercise 6

The phrases in the first column are subjects, and the phrases in the second column are verbs plus objects or prepositional phrases. Match the second column of verb phrases with their corresponding subjects. One answer will not be used. The first one has been done for you.

| <u> </u> | The committee members, along with | a. | want to change musical style. |
|----------|-------------------------------------|----|-----------------------------------|
| | the company president, | b. | is eligible to become president. |
| 2. | Some of the more recent history | c. | are evaluating the annual report. |
| | books | d. | is excited about the performance. |
| 3. | None of the storm victims | e. | discuss oppression of Native |
| 4. | Either the romantic comedies or the | | Americans. |
| | action film | f. | are going to win the movie award |
| 5. | Everyone in the modern dance class | g. | is going to get government aid. |
| 6. | Two-thirds of the band members | h. | is scheduled to be shown on TV |
| 7. | Anyone born in the United States | | tonight. |
| 8. | Half of the class | i. | isn't ready for the exam. |

A number of Versus the number of

The phrases a number of and the number of have different subject-verb agreement rules:

• The quantity phrase *a number of* always takes the plural form of the verb.

A number of consulting firm addresses were left to me by my old boss.

- The number of takes the singular verb ending.
 The number of consulting firm addresses in the directory is extremely short.
- A number of literally means "quite a few" or "many," while the number of refers to
 the actual number or quantity of items, so a number of is plural and the number of
 is singular.

6.7 Some Nouns That Look Plural But Take a Singular Verb

Some nouns seem to be plural because they end in -s (mathematics) or because they have a number in them (fifty dollars). However, nouns like these take a singular verb.

1. Names of areas of study usually take a singular verb even when the noun has an -s ending.

Mathematics is not an easy subject for many people, including myself.

2. Country names with the plural -s ending take the singular verb form.

The Netherlands is also known as Holland.

3. Expressions of money, time, and distance take the singular verb form.

Fifty dollars for a dinner for one person seems like a lot of money to me.

Editing Exercise 7

The following paragraph contains six errors in subject-verb agreement. Read the paragraph and correct the errors. The first one has been done for you.

Setting Budgets

Kim, along with three of her friends, are going to move to New York City next summer. They are all very excited about the move, but they are having some money problems. One of the biggest problems are the amount of money that they have to spend on rent. There are four of them, and a two-room apartment in Manhattan cost almost \$3,000. Three thousand dollars are a lot of money to spend every month. Because of this, the friends has been saving money for the past three years. Kim's money, together with the others' funds, is probably going to be enough to

(continued)

pay for half a year. In this way, they don't have to worry too much about finding jobs right away. Kim and her friends wants to be stage performers on Broadway, but they will have to work hard to make it. They have to make a reasonable budget for themselves and stick to it.

Editing Exercise 8

In each sentence, one of the four underlined words or phrases is not correct. Circle the letter of the error and write the correction above the error.

- 1. The members $\underbrace{\frac{\text{of the}}{A}}_{\text{Swim team}}\underbrace{\frac{\text{was disqualified}}{B}}_{\text{C}} \text{ for } \underbrace{\frac{\text{having had}}{C}}_{\text{D}} \text{ too } \underbrace{\frac{\text{many false}}{D}}_{\text{D}} \text{ starts}$ during the last state competition.
- 2. My landlord, $\frac{\text{together with}}{A}$ the other $\frac{\text{owners}}{B}$ of our apartment building, $\frac{\text{is getting}}{C}$ ready to set up a renovation contract, so the apartments $\frac{\text{is going to}}{D}$ look much better.
- 3. Many of the TV $\frac{\text{shows}}{A}$ that $\frac{\text{are aired}}{B}$ these days are reality-type shows; the $\frac{\text{general}}{C}$ public, however, $\frac{\text{are not so}}{D}$ happy with the content.
- 4. Everyone who was present in class yesterday was surprised by the instructor's pop quiz.

 A

 C

A lot of the student were unprepared for the quiz.

Some Nouns That Look Plural But Take a Singular Verb

CHAPTER QUIZ

Exercise 9 Circle the letter of the correct answer. Be prepared to explain your answers. 1. There _____ dozens of public and presentation speaking books on the shelves of most retail bookstores.

B. are A. is 2. Some of their titles _____ practical—Speaking Your Way to the Top, Writing Great Speeches, and High-Impact Presentations. A. is B. are 3. Perhaps one-half of the titles ______ somewhat bizarre—I Can See You Naked, I'd Rather Die Than Give a Speech, and What to Say When You're Dying on the Platform. B. are A. is 4. Clearly, any one of these titles _____ some insight into the subject of speech making. B. provide A. provides 5. The practical titles _____ a compelling need for presentation speaking skills in

business and career settings.

B. presume A. presumes

6. The weird titles appeal to those speakers who are anxious about speaking in front of an audience. That is, someone with a fear of getting too much attention _____ likely to buy this type of book.

B.

are

A. is

7. Both sets of titles _____ merit.

A. has have

8. However, taking a closer look at any of these books quickly reveals that there _____ not a clear way to measure their effectiveness.

В. A. is are.

ORIGINAL WRITING

| Exercise 10 | Write a paragraph about a career in which you are interested. Discuss the background necessary for getting into this line of work and the job opportunities. Use at least five quantity words or connecting phrases such as: | | | | | | |
|-------------|--|----------|---------------|-------------|--|--|--|
| | no one | everyone | together with | a number of | | | |
| | most of | some | either or | neither nor | | | |
| | Underline the quantity words in your writing. If they are used as the subject, put two lines under their corresponding verbs. Exchange paragraphs with a partner and check each other's work for correct subject-verb agreement. | | | | | | |
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Prepositions

In this chapter, you will review and practice the most commonly used <u>prepositions</u> in English. Prepositions come in two basic types: single-word prepositions, such as *in* and *by*, and multiword prepositions, such as *in front of*. Their use can be literal, such as *on the table*, or idiomatic, such as *on the contrary*.



CHECK YOUR GRAMMAR

Four of the eight underlined words contain an error related to prepositions. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Space Bubble

Every person is surrounded <u>for a psychological bubble</u> of space. The size of the bubble depends <u>in the person's cultural background</u>, emotional state, and the activities <u>in which he or she is participating</u>. <u>Throughout Northern Europe</u>, people tend to prefer a larger zone <u>of personal space</u> and often avoid <u>of touching</u> and close contact. They require <u>of more room</u> around them and structure their lifestyles to meet the need for this space, both in public and in private.

Adapted from: R. Berko, Wolvin, A., and Wolvin, D. (2007). Communicating: A Social and Career Focus, 10th ed. Boston: Houghton Mifflin, p. 74.

7.1 Common Prepositions

We can group many prepositions into categories such as time, location, or direction. Some prepositions, such as *at*, are in all three of these categories. Other prepositions need to be memorized and are used with specific nouns, verbs, or adjectives. The exercises in this chapter will offer you practice with different kinds of prepositions. In the chart on the next page, you can see the most common English prepositions. How many do you recognize?

| about | beside | inside | past |
|----------------|--------------------|-------------|------------|
| above | besides | in spite of | since |
| across | between | into | through |
| after | beyond | instead of | throughout |
| against | but | like | till |
| ahead of | by | near | to |
| along | close to | next to | toward(s) |
| among | despite | of | under |
| around | down | off | underneath |
| as | during | on | unlike |
| at | except | onto | until |
| back to / from | far from | on top of | up |
| before | for | opposite | upon |
| behind | from | out | with |
| below | in | outside | within |
| beneath | in back / front of | over | without |

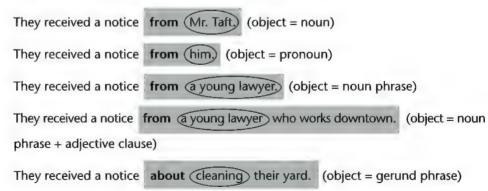
A Few Basic Rules 7.2

These few basic rules about prepositions will help you as you work through this chapter.

1. A preposition is a word that shows the relationship between a noun or a noun equivalent—a noun phrase, a clause (see Chapter 18), or a gerund phrase (see Chapter 10)—and another word in a sentence.

The girls' soccer team played on the new field. (On shows the relationship of the noun field to the verb played.)

2. A preposition always has an object. The object can be a noun, a pronoun, or a noun-equivalent (a noun phrase, a clause, or a gerund phrase). Together they form what is called a prepositional phrase. In the following examples, the preposition is bold and the object is circled. The prepositional phrase is in a box.



3. Some prepositions may be used as adverbs or as particles. Their meanings can be either literal or idiomatic.

He walked up the stairs. (preposition; literal meaning)

Stand up. (adverb)

Look **up** the rule. (particle; used with the verb *look* to form one unit of meaning—*look up*—which is idiomatic)

7.3 Prepositions of Time

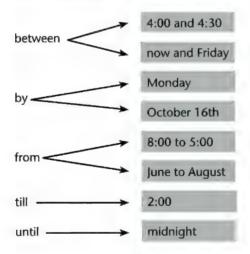
Prepositions of time can be about a specific time, a general time, or a length of time.

7.3.1 Specific Time

Here is a list of prepositions of specific time:

after during past
at for since
before from till
between in to
by on until

Use these prepositions when you know the specific time, such as *at 6:00* or *before noon*. Here are more examples:

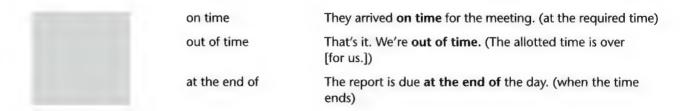


Expressions of Specific Time

It's 10 to / till 3. It's ten minutes to 3:00.

It's 20 after / past 7. It's twenty minutes after 7 o'clock.

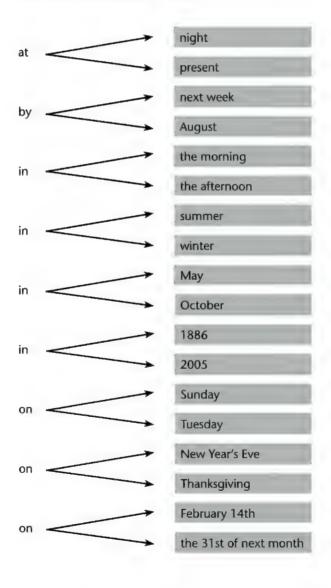
in time They arrived in time to see the opening act. (not too late)



Exercise 1 On a separate sheet of paper, write a short paragraph about how you spend a typical day. Use at least six prepositions and expressions of specific time. Underline the prepositions.

7.3.2 General Time

Use prepositions of general time—at, by, in, on—when you refer to the time of day, a day of the week, a month, a season, or a year.



| Exercise 2 | Write six sentences about two or more special holiday events and how you have celebrated |
|------------|--|
| | them. Use each of these prepositions of general time at least once: at, by, in, and on. Circle |
| | the prepositions. |

| 1 | | | |
|---|------|--------------|---|
| 2 | | | |
| 3 | | | |
| | | <u> </u> | · · · · · · · · · · · · · · · · · · · |
| | | | |
| | | | |

7.3.3 Length of Time

The prepositions *at, during, since, through,* and *for* indicate a span of time rather than one specific time or a general time.



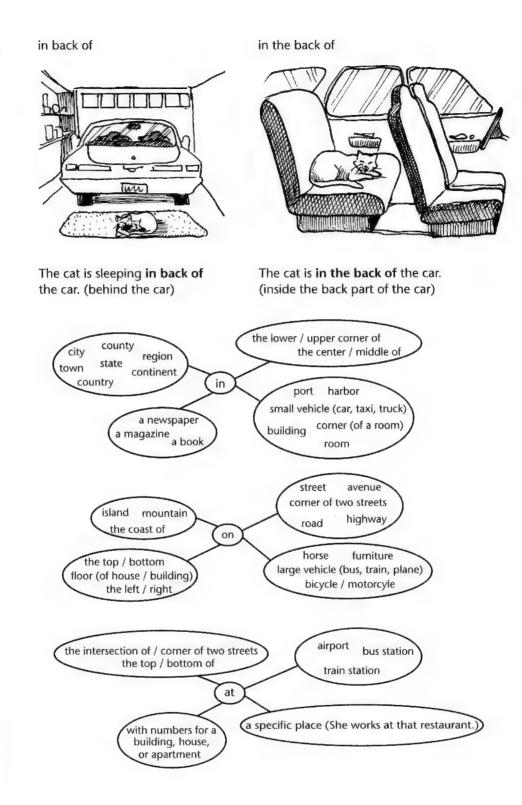
1

In English "a half" comes after the number as in "two and a half weeks," not "two weeks and a half."

Exercise 3 Fill in the blanks with the correct preposition of specific time, general time, or length of time. The first one has been done for you.

| Immigration Office | |
|--|----|
| The U.S. Citizenship and Immigration Services (USCIS) office is open | |
| 9:00 a.m 5:00 p.m. Monday Friday. It is closed an | |
| 2 3 4 | |
| hour 12:00 and 1:00 p.m. for lunch. Applications to become a permanent | |
| resident are accepted4:30 p.m. every day. No applications will be accepted | l |
| 6 | |
| 4:30. | |
| 7 | |
| Please keep in mind that the USCIS office is especially busy the morning | |
| 8 | |
| If you wait 3:00 p.m. to come to the office, chances are you will not be serve | d. |
| You will be told the end the day to return the following day. | |
| 10 11 | |
| It is critical to arrive time for any and all scheduled appointments. | |
| 12 | |
| present, there is a backlog of applications, and new appointments are being | g |
| 13 | |
| scheduled for the month next. It is not uncommon for applicants to have | |
| 14 | |
| to wait three months for an appointment. Applicants for citizenship who | |
| 15 | |
| submit all required paperwork and complete the interview process March | |
| of any year should receive notification of approval of citizenship time to | |
| 17 | |
| vote in any fall election. | |
| tote in any rain election. | |

| Prepositions of locati | on tell where | something is. I | Here are the n | nost common ones |
|------------------------|---------------|-----------------|----------------|------------------|
| above | behind | close to | near | throughout |
| across | below | far from | next to | under |
| across from | beneath | in | on | underneath |
| ahead of | beside | in back of* | opposite | |
| among | between | in front of* | outside | |
| at | by | inside | over | |



Use the preposition *between* with two people or things:

Between you and me, I'm really getting tired of this place.

Use among for three or more people or things:

Among all my friends, Joan is the hardest-working one.

7.4.1 Idiomatic Expressions With Prepositions of Location

Here is a list of idiomatic prepositions of location:

in bed (sleeping)

on the bed (sitting)

at home

at work

at / in school

at / in church

at / in the office

at the hospital (visiting, working)

in the hospital (a patient)

Editing

Exercise 4

As you read the paragraph, choose the correct preposition in parentheses and underline it. The first one has been done for you.

Susana's Trip

Susana was (in, <u>at</u>) home on Tuesday, standing (in front of, in the front of) the

1 2

window (in, on) her living room (at, on) the eighteenth floor of Ocean Towers,

3 4

her apartment building. As she gazed out the window, she saw the marina

(behind, below) her.

5

Scattered (outside, throughout) the marina were small boats, some tied to the

6
docks and others sitting (between, among) the many buoys (at, in) the harbor.

7
8
(On, In) her left, Susana saw a cruise ship sailing into port. She watched as the

9
tugboat (beneath, behind) the ship guided it to its berth. Passengers (in, on)

10
11
the ship were (over, outside) standing (at, on) the decks and waving to people

14

(at the bottom of, below) them.

Susana wished she could take a cruise. It had always been her dream. She imagined herself (at, on) an island, surrounded (by, close to) deep blue water and 15 16 (across from, far from) everyone and everything.

17

Suddenly, Susana heard the sound of the intercom (in front of, near) the front 18 door. It was the doorman, buzzing to let her know that the taxi she had called for had arrived. In a couple of hours, she would be (on, at) the airport, sitting (on, at)

19

20

(continued)

a plane headed for the Arctic Circle, (in the top of, at the top of) the world. The

Arctic Circle was as (far to, far from) a tropical island as a person could get. Susana 22

shivered as she closed the door to her apartment and waited (near to, next to) the

elevator. She'd rather be headed for a vacation (on, beside) that island!

24

7.5 Prepositions of Direction or Movement

These prepositions indicate a specific direction or a movement in a direction:

| across | back to / from | in / into | past |
|-----------|----------------|-----------|---------|
| along | by | off | through |
| around | down | onto | to |
| at | for | out of | toward |
| away from | from | over | up |

Here are some examples:

If you go across the road, you'll see the entrance to the trail. (across applies to a flat area, such as a road, a parking lot, or a bridge)

You'll have to go **over** a hill before you see the pond. (*over* refers to an up/down movement, such as over a hill, a fence, or a bridge)

When you go **through** the Millers' garden, you'll know it's the end of the trail. (*through* indicates something having two sides or entrance/exit, such as a window, a garden, or a city)

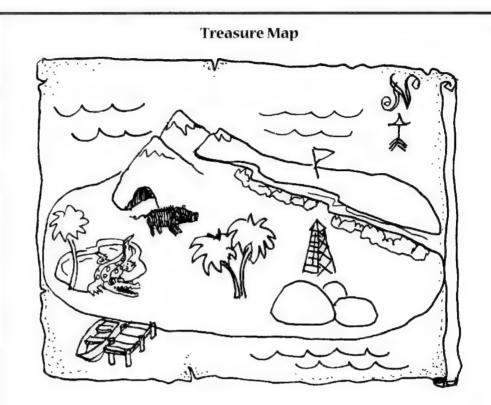
7.5.1 Expressions With Prepositions of Direction or Movement

Here are some expressions using prepositions of direction or movement:

- 1. arrive in a city, state, country
 - I arrived in Dallas yesterday.
- 2. arrive at other places (restaurant, school, or work)
 - I arrived at the bank late.
- 3. go to or leave for a place
 - I left for the airport at noon.
- 4. go from a place to another place
 - I went from Miami to New York.

Exercise 5

Read the following directions for the treasure map. Underline the thirteen prepositions that show *direction* or *movement*. Correct the five that are wrong. The first one has been underlined for you.



First, climb out of the boat. Walk along the pier out of the shore. When you get to the shore, turn east and go past the palm trees. Near the palm trees are some huge boulders. Climb by the boulders and head for the tower. Walk around the tower and through the bushes that run into the stream. Go across the stream, away from the tower. Soon you will see a flag on a pole. Dig until you find the box buried beneath the pole. Head back from your boat at the dock.

ORIGINAL WRITING

| Exercise 6 | In the space provided, write a paragraph describing a trip that you have taken or would like to take. Use at least eight direction / movement prepositions in your paragraph. Be sure to underline them. | | | | | |
|------------|---|--|--|--|--|--|
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| | | | | | | |
| 7.6 | Prepositions in Idioms | | | | | |
| | Some prepositions occur with nouns to form idiomatic expressions. Review the phrases on the next page. You must learn these combinations as a unit. There is no rule to explain when to use a certain preposition with a specific noun. | | | | | |

| | PREPOSITION + NOUN | | | |
|------|--------------------|---------|---------|--|
| at | on | out of | in | |
| odds | hold | control | a hurry | |
| risk | sale | order | control | |
| war | vacation | time | danger | |
| work | loan | shape | debt | |
| | one hand | | luck | |
| | the other hand | | love | |
| | | | shape | |
| | | | trouble | |
| | | | pain | |
| | | | person | |
| | | | public | |
| | | | private | |

For more information on preposition combinations, see Chapter 13.

Editing Exercise 7

Read the following paragraph. Using the list of nouns below, choose a noun and write it in the appropriate space. Add the correct preposition. Refer to the previous list of preposition + noun combinations if you need help. The first one has been done for you.

Bad Vacation

| | | | | | | | ĺ |
|----|---------|-----------------|------|-------|------|----------|---|
| ı | control | odds | debt | hurry | love | vacation | ı |
| j. | | | | | | | × |

My family and I are ____at <u>odds</u> these days. It all started while we were planning a short weekend trip. My father works fifty hours a week, and he rarely gets the chance to talk to the rest of the family about his plans. Still, we

. When we saw the pictures of the beautiful beachside resort,

decided to plan the trip. The preparations went very quickly because we were

we fell _____! We reserved the hotel suite a week before going

Well, when my mother told my father about the plans, he got

extremely angry, to the point of getting ______. Unfortunately, my

(continued)

| family had forgotten that that particular weekend was his mother and father's 50th |
|--|
| wedding anniversary. Needless to say, we didn't go to the beach that weekend. In |
| addition, we're because the weekend trip was non-refundable. |
| Next time we'll remember to ask if everyone in the family is available to go on a |
| spontaneous trip. |

Editing Exercise 8

In each item, one of the four underlined words or phrases is not correct. Circle the letter of the error and write the correction above the error.

- Our dog Ginger loves to roam around the house. Currently, she's sleeping
 in the back of the van, so be careful not to hit her as you leave the driveway. You
 B
 C
 don't want to run her over.
 D
- 2. We got Ginger \underline{in} 2003 when she was six weeks old. She was so scared to be $\underline{in \ a \ new}$ B

 environment that she \underline{spends} most of her time $\underline{in \ the \ bedroom}$ closet.

 D
- 3. Now Ginger owns the house and acts like the queen of the castle. You can find her under the bed, on the couch, and even below the pool.

 B

 C

 D
- 4. Even though we've tried to train her to stay off the furniture, she rarely listens. Right

 A

 now she's sleeping on bed. Yesterday she escaped from the back yard. We found her

 B

 two hours later on the corner of Main Street and Himes Avenue.

CHAPTER QUIZ

Exercise 9 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | Cha | arles moved Nevada in 2003. | | |
|----|------|---|-------|--------------------------------------|
| | A. | at | C. | since |
| | B. | in | D. | to |
| 2. | | his first year, he lived in a small apa | rtme | nt about a mile from his aunt's |
| | hou | ise. | | |
| | A. | At | C. | Since |
| | B. | During | D. | When |
| 3. | | , he decided to buy a condominium | so he | e could be on his own. |
| | A. | After | C. | Out of |
| | B. | After that | D. | On the contrary |
| 4. | | arles got a job a local community | coll | lege, and he works there |
| | A. | at on | C. | in at |
| | B. | on at | D. | at in |
| 5. | Cha | arles loves the weather Nevada, b | ut h | e's planning on moving to California |
| | _ | a year. | | |
| | A. | at at | C. | in in |
| | B. | at in | D. | in at |
| 6. | He | s been accepted at San Diego State Univer | sity, | where classes will begin |
| | Aug | gust. | | |
| | A. | on | C. | at |
| | B. | in | D. | since |
| 7. | Не | has already found a really great apartmen | t. Lu | ckily for Charles, his new apartment |
| | is _ | from the campus. | | |
| | A. | near | C. | between |
| | В. | across | D. | beside |
| 8. | . Ch | arles is not sure if he will like California be | etter | Nevada, but he is looking |
| | for | ward to his new situation. | | |
| | A. | in | C. | from |
| | B. | for | D. | than |

100

ORIGINAL WRITING

| Exercise 10 | Write a paragraph describing a specific event you attended or an experience you had. Be sure to identify when and where the event or experience occurred. Include how you reacted, how you felt, what you thought, and what you did. Before you begin, make a list of the prepositions from this chapter that you will try to use. In your paragraph, circle the prepositions from the list that you were able to use. Exchange paragraphs with a partner and check each other's work for correct use of prepositions. |
|-------------|--|
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Word Forms

In this chapter, you will find charts with different <u>word forms</u> for the major parts of speech: <u>nouns</u>, <u>adjectives</u>, <u>adverbs</u>, and <u>verbs</u>. Study the charts before you do the exercises that follow them.



CHECK YOUR GRAMMAR

Four of the eight underlined words contain an error related to word forms. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Modernist Movements

Closely allied with the various <u>modernist movements</u> in the <u>visualize</u> arts, <u>musicians</u>, and dance, <u>write</u> and theater <u>artists</u> in the opening decades of the twentieth century showed many of the same formal and thematic concernings.

From: Witt et al., The Humanities, p. 390.

8.1 Adjective Endings

The following is a list of commonly used endings for adjectives. Refer to them as you complete Exercise 1.

| Ending | Meaning | Examples |
|-----------------|--------------------------|----------------------------|
| -able | able to | enjoyable, washable |
| -al | having the quality of | criminal, general, musical |
| -an / -ian | belonging or relating to | American, reptilian |
| -ant | having the quality of | reluctant, defiant |
| -ar / -ary | relating to | spectacular, ordinary |
| -ate | characterized by | considerate, passionate |
| -ative / -itive | having the quality of | talkative, primitive |
| | | (continued) |

| Ending | Meaning | Examples |
|--------------|-------------------------|--|
| -ed | past participle | bored, interested |
| -en | past participle | written, stolen |
| -en | made of | golden, wooden |
| -ent | having the quality of | consistent, dependent |
| -ese | of a place or country | Chinese, Portuguese |
| -esque | in the style of | picturesque, grotesque |
| -ful | full of | beautiful, joyful |
| -ible | able to | edible, visible |
| -ic / -ical | related to, nature of | heroic, conical |
| -ine | having the nature of | femin ine |
| -ing | present participle | boring, interesting |
| -ish | having the character of | childish, sheepish |
| -ive | tending to, causing | active, explosive |
| -lent | full of | succulent, virulent |
| -less | without | harmless, childless |
| -like | like, similar to | childlike, ladylike |
| -ly | having the qualities of | matronly, worldly |
| -ory | relating to | mandat ory , obligat ory |
| -ous / -ious | full of | contemptuous, gracious |
| -proof | protected from | fool proof , child proof |
| -y | tending to | creamy, unhealthy |

Exercise 1 Read the paragraph, which contains twenty-five adjectives. Many of them have endings from the list on the previous page. The first two adjectives have been underlined for you. Find and underline the other twenty-three.

Central Asia



Central Asia offers possibilities for <u>imaginative</u> travelers to experience new horizons. The many cities available to travelers include the pristine mountains of Kyrgyzstan, the historic cities found in Uzbekistan, and the picturesque countrysides of Kazakhstan. The relatively unknown areas offer alternative venues to the more popular areas of Europe, South America, and Asia. As the local economies are growing slowly, Central Asian prices are relatively cheap. Visitors can witness not only natural beauty but also towns and cities rich in history. Opulent mosques and palaces can be seen in the regional capitals of Central Asia. For a truly unforgettable experience, Central Asia has numerous venues of interest for the brave traveler.

8.2 Noun Endings

This list gives commonly used noun endings. Refer to them as you complete Exercise 2.

| Ending | Meaning | Examples |
|--------|---------------|-------------------------------------|
| -acy | condition | democr acy , fall acy |
| -age | action, state | marri age , us age |

(continued)

| Ending | Meaning | Examples |
|----------------------|--------------------------------|-------------------------------------|
| -an / -ian | person related or belonging to | Moroccan, librarian |
| -ance / -ence | condition, state | attendance, excellence |
| -ant / -ent | person who | participant, student |
| -ar | person who | liar, scholar |
| -ation | action, state | inauguration, exploration |
| -dom | being or having position of | free dom , king dom |
| -ee | person who receives something | grantee, refugee |
| -er / -or | person who does | dancer, employer, professor |
| -ery | relating to, quality | bribery, slavery, robbery |
| -ese | belonging to or native of | Vietnamese, Chinese |
| -hood | state of | brotherhood, childhood |
| -ics | science, art, or practice | mathematics, academics |
| -ing | gerund (action) | swimming, bowling |
| -ion / -sion / -tion | action, state, result | opinion, occasion, reception |
| -ism | belief, practice | socialism, skepticism, symbolism |
| -ist | person who believes or does | capitalist, terrorist |
| -ment | result of action | argument, achievement |
| -mony | action or result | ceremony, hegemony |
| -ness | quality, state | darkness, politeness |
| -or | activity, quality, or state | behavi or , demean or |
| -ship | condition, quality | partnership, scholarship |
| -ty / -ity | quality, condition | eligibility, community |

Exercise 2 In each sentence, write the correct noun ending. The first one has been done for you.

| 1. T | he inaugur <u>ation</u> of the new university president was quite an event. |
|------|---|
| 2. N | Memb of the media were present to film the occa |
| 3. 0 | Current stud were also on hand to witness the cere |
| 4. T | The university president spoke of the import of academic excell |
| 5. S | the also mentioned strengthening the partner between the university and the |
| C | ommun |
| 6. A | After the ceremony, a recep was held in the University Center. |

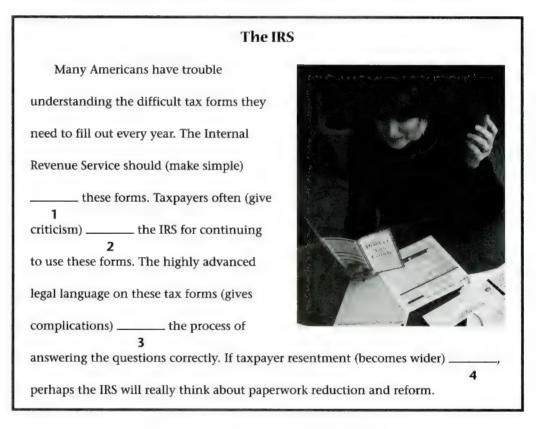
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8.3 Verb Endings

Here are some commonly used endings for verbs. Refer to them as you complete Exercise 3.

| Ending | Meaning | Examples |
|--------|---------------|-----------------------|
| -ate | cause, make | graduate, complicate |
| -en | made of, make | blacken, ripen, widen |
| -ify | make | beautify, simplify |
| -ize | make | criticize, symbolize |

Exercise 3 As you read the paragraph, fill in the missing verbs using the clues in parentheses.



8.4 Adverb Endings

Most words ending in -ly are adverbs. They answer the question "how?"

| Ending | Meaning | Examples | |
|--------|-----------|--------------------|--|
| -ly | manner of | happily, strangely | |

Some adverbs have irregular forms that you have to memorize:

well hard worse late fast

Exercise 4

Read the dialogue and look for ten word form errors in the underlined phrases. Write a correction above each error. The first two have been done for you. (Number 1 is correct as it is.)

Mario: Hi, Ian. I haven't seen you in <u>a while!</u>

V

Ian: I know. I've been real busy with school and other things.

Mario: What other things? Did you get a job?

Ian: Of course not! You know my opinionate: always concentrate on academize subjects.

Mario: That's right. So ... what's been keeping you so actively?

Ian: Well, it's related to my professorship, Dr. Cleaver.

Mario: What about her? Are you helping her out with research?

Ian: Actually, it's about my scholar. I must put in at least twenty hours per week in the

research lab to maintain \underline{my} eligible. It's $\underline{mandatory}$.

Mario: I see what you mean. It must be tough to keep up with all that work. Are you 12

getting paid, at least?

Ian: A little. That's the good news, I guess. With my own pocket money, I don't have to be

so dependence on my parents.

Mario: Well, <u>you've only got</u> one more year till you <u>graduation</u>. I think you should look on **17**

the bright side.

Ian: I guess you're right. Boy, things really have changed since our childlike, huh?

18

Mario: You can say that again.

8.5 Word Forms Across Parts of Speech

The chart on the next page gives you the forms a word takes in different parts of speech. Refer to this information as you complete Exercise 5.

| Noun | Verb | Adjective | Adverb |
|---------------|------------|--------------------------|---------------|
| description | describe | descriptive | descriptively |
| | _ | appropriate | appropriately |
| desire | desire | desirable | _ |
| finance | finance | financial | financially |
| development | develop | developed / developing | |
| time | time | timely | _ |
| information | inform | informative | _ |
| preference | prefer | preferential / preferred | _ |
| fear | fear | fearful | fearfully |
| qualification | qualify | _ | _ |
| benefit | benefit | beneficial | beneficially |
| lead/leader | lead | leading | _ |
| strength | strengthen | strong | strongly |

Exercise 5 Write eight sentences using at least two words in each sentence from the chart above. Circle those words. The first sentence has been done for you.

| ne (leader) of the trade | eneficial) packa | ige to the member | <u>rs</u> . |
|--------------------------|------------------|-------------------|-------------|
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| | produce | production | class | classy | classic | | | |
|----------|---|--|--|--|---|--|--|--|
| | poor | poorly | involved | involvement | involve | | | |
| | excellence | excellent | popularity | popularly | popular | | | |
| | China | Chinese | newness | new | newly | | | |
| | Unlucky Avenger | | | | | | | |
| | | A new action film was released last Friday by Tri-Moon Pictures. Titled <i>Unlucky</i> | | | | | | |
| | Avenger, this mov | vie opened in Los | Angeles to | reviews. It | t stars the | | | |
| | action hero Xin- | Yeo in his first U | .S The | e plot of the film | is not It | | | |
| | is the 5 | good versus evil i | dea that has be | en so in 6 | the past decade, | | | |
| | especially with U.S. audiences. Mr. Xin-Yeo plays a young man who gets | | | | | | | |
| | | involved in a series of seemingly unrelated incidents. His, however, ruins | | | | | | |
| | | ries of seemingly | unrelated incid | lents. His | , however, ruins | | | |
| ercise 7 | involved in a se the plans of the Rewrite each senter | enemy. <i>Unlucky</i> | Avenger will ope | en nationwide ne | xt month. he word form indic | | | |
| ercise 7 | involved in a se the plans of the Rewrite each senter in parentheses. You been done for you. | enemy. <i>Unlucky</i> nce, changing th may have to ma | Avenger will ope e underlined we ake other chang | en nationwide ne | xt month. he word form indic | | | |
| ercise 7 | involved in a se the plans of the Rewrite each senter in parentheses. You been done for you. | enemy. <i>Unlucky</i> nce, changing th may have to ma | Avenger will open e underlined wake other change erature (change | en nationwide ne | he word form indicate. The first one has | | | |
| ercise 7 | involved in a set the plans of the Rewrite each senter in parentheses. You been done for you. 1. Some symbols to adjective), as | enemy. <i>Unlucky</i> nce, changing the may have to ma | Avenger will open e underlined we ake other change erature (change gion (change to | en nationwide ne | he word form indicate. The first one has | | | |
| ercise 7 | involved in a set the plans of the Rewrite each senter in parentheses. You been done for you. 1. Some symbols to adjective), as Some symbols as | enemy. <i>Unlucky</i> nce, changing the may have to make are related to lite and others to religions are literary, some | Avenger will open e underlined wake other change erature (change gion (change to political, and ot | en nationwide ne ord or words to the sentence to adjective), son adjective). | he word form indicate. The first one has | | | |
| ercise 7 | involved in a set the plans of the Rewrite each senter in parentheses. You been done for you. 1. Some symbols to adjective), as Some symbols as | enemy. <i>Unlucky</i> nce, changing the may have to make are related to lite and others to religions are literary, some | Avenger will open e underlined wake other change erature (change gion (change to political, and ot | en nationwide ne ord or words to the sentence to adjective), son adjective). | he word form indicte. The first one has | | | |
| ercise 7 | involved in a set the plans of the Rewrite each senter in parentheses. You been done for you. 1. Some symbols to adjective), as Some symbols at 2. For example, as | enemy. Unlucky ince, changing the may have to make are related to lite and others to religions in object made of ective) | Avenger will open e underlined weake other change erature (change gion (change to political, and ot gold might rep | en nationwide ne ord or words to the sentence to adjective), son adjective). There religious. | the word form indicate. The first one has ne to politics (chan power and wealth | | | |

| system. (change to noun) |
|---|
| Some symbols may be easy to understand, such as the owl, which represents being wise, (change to noun) or the pineapple, which depicts being hospitable. (change to noun) |
| Sometimes symbols are warnings. For example, the Jolly Roger, the flag flown from pirate ships, evokes the threat of a possible <u>violent</u> condition. (change to noun) |
| The same symbol, the skull and crossbones, is used on substances full of <u>poison</u> (change to adjective), warning people that the contents are not able to be <u>eaten</u> (change to adjective) and are, in fact, quite full of <u>harm</u> (change to adjective) if eaten. |
| A symbol does not necessarily have the same meaning for all people. In fact, some writers make their symbols very <u>complicated</u> (change to verb), causing readers to <u>argue</u> (change to noun) among themselves. |
| For more information on the practice of using <u>symbols</u> (change to another noun form), talk to the reference person who works in the <u>library</u> (change to another noun form). Perhaps there's a title "Symbolism Made <u>Simple</u> " (change to verb) on the shelves. |
| |

| Exercise 8 | Use a dictionary to find as many word forms as you can for each word below taken from a recent news story. Be sure to include a notation for the part of speech of the variations you list $(n = noun; v = verb; adj = adjective; adv = adverb)$. |
|------------|--|
| | 1. (v) marry: |
| | 2. (adj) popular: |
| | 3. (n) problem: |
| | 4. (n) immediacy: |
| | 5. (adj) current: |
| | 6. (v) labor; |
| | 7. (v) sympathize: |
| | 8. (n) president: |
| Editing | |
| Exercise 9 | In each item, one of the four underlined words or phrases is not correct. Circle the letter of the error and write the correction above the error. |
| | 1. The <u>argumentative</u> presented by the <u>prosecuting</u> attorney was not <u>accepted</u> by the $\bf B$ |
| | judge in last week's murder $\frac{\text{case.}}{D}$ |
| | 2. The <u>defense</u> attorney attempted to present her <u>client</u> as an <u>ordinarily</u> and <u>simple</u> \overline{D} |
| | person. |
| | 3. If the <u>prosecutor</u> had shown that the <u>defendant</u> was, in fact, a very <u>complicate</u> C |
| | individual, the <u>judgment</u> might have been different. |
| | 4. The judge later <u>criticism</u> the <u>prosecuting</u> attorney for lack of <u>preparation</u> in this C |
| | important <u>criminal</u> case. |

CHAPTER QUIZ

Exercise 10 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | As t | the company's receptionist, Louise needs to | o be | to visitors. |
|----|------|--|-------|---------------------------------|
| | A. | gracious | C. | graceful |
| | B. | graciously | D. | gracing |
| 2. | Uni | fortunately, Louise's behavior ofto | en ge | ets her into trouble at work. |
| | A. | childless | C. | child |
| | B. | children | D. | childish |
| 3. | Ma | ny of her coworkers think that she is | | when dealing with customers. |
| | A. | inconsiderate | C. | inconsiderately |
| | B. | inconsiderably | D. | inconsideration |
| 4. | The | e first impression that she makes is especia | lly _ | for the company's |
| | cus | tomers. | | |
| | A. | important prospective | C. | importance prospective |
| | B. | important prospectively | D. | importance prospectively |
| 5. | Lou | uise's job requires her to tell customers wh | y the | ey do not for the company's |
| | spe | cial services or discounts. | | |
| | A. | qualification | C. | qualify |
| | B. | qualificate | D. | qualified |
| 6. | He | r current methods of handling customers a | ire _ | for her, who is |
| | unl | happy with Louise's rudeness. | | |
| | A. | problematic supervisor | C. | problematic supervision |
| | B. | problem supervision | D. | problem supervisor |
| 7. | The | e company is on her to offer frier | ıdly | and efficient service to all |
| | clie | ents. | | |
| | A. | dependence potentially | C. | dependence potential |
| | В. | dependent potential | D. | dependent potentially |
| 8. | Un | like some of her coworkers, Louise dresses | _ | for her job. The problem is her |
| | bel | navior, which clearly needs to be more | | |
| | A. | appropriately professional | C. | appropriate professional |
| | B. | appropriately professionally | D. | appropriate professionally |

ORIGINAL WRITING

| Exercise 11 | Write a paragraph or short essay about a current event. You may use a topic featured on television news, in the newspaper, or at your school. Give a short background of the issue. Describe the problem, when it happened, why it exists, and who is involved. Pay close attention to word forms as you write. Exchange paragraphs with a partner and check each other's work for correct word forms. |
|-------------|--|
| | other's work for correct word forms. |
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Modals: Present, Future, Past

Modals are used with verbs to express many different meanings, such as the speaker's attitude or point of view about an action. You use modals in your everyday English speaking and writing now, but this review helps ensure that you are using modals correctly. In this chapter, a brief review of modals for the present and future is given before the longer explanations about past modals. Especially in writing, it is important to use the correct modal at the appropriate time while avoiding common mistakes.



CHECK YOUR GRAMMAR

Three of the four underlined modal phrases contain an error related to modals. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Internet Business

For a new Internet business, a good e-business plan should to offer detailed answers to basic questions. To begin, the planners need to determine if an Internet business will meet the needs of a group of customers. Furthermore, the planning process should provides planners with information than can helping them to identify and select groups of potential buyers, direct development of the online product or service, as well as the promotion, pricing, and distribution effort.

From: Pride et al., Business, p. 120.

9.1 Modals

Modals can be a single word or a multiword unit. Some single-word modals have a multiword counterpart.

| Multiword |
|--------------|
| be going to |
| have to* |
| ought to |
| be able to |
| had better** |
| |
| |
| |
| |
| |

^{*} The modals *must* and *have to* are used for necessity, but *must* is much more formal.

9.2 Meanings of Modals

One of the most difficult aspects of modals is their meanings. Each modal has a unique meaning, but one modal may also have multiple meanings and usages.

| Meaning | Modal Example Sentences | |
|---|--|---|
| Permission | May I leave as soon as I finish the exam? (formal) | |
| | Can I leave as soon as I finish the exam? (informal) | |
| | Would you mind if I asked you your age? | |
| Request | Could you please sign the purchase order for me? | |
| | Will you hold, please? | |
| | Would you get the door for me, please? | |
| Certainty, Probability, and Possibility | He will leave at noon. (100% certain) | |
| | He can leave at noon if he wants. (100% possible) | 1 |
| | He must <i>be</i> from France. (probable or logical conclusion) | |
| | He should arrive at 6 p.m. (strong expectation) | |
| | He may/might/could arrive at 6 p.m. (possible) | |

^{**} The modals *should* and *had better* are similar in meaning but cannot always be used interchangeably. *Had better* is much stronger and implies a warning of some kind.

| Meaning | Modal Example Sentences |
|--|--|
| Ability | He can run one mile in five minutes. |
| | (OR: He is able to run one mile in five minutes.) |
| Necessity | You must get a visa to enter that country. |
| | (OR: You have to get a visa to enter that country.) |
| Advice and Suggestions | Ella should work harder than she does. |
| | (OR: Ella ought to work harder than she does.) |
| | I don't think that you should watch so much TV. |
| | (OR: I don't think that you ought to watch so much TV.) |
| | He had better <i>finish</i> that report by 9:00 tomorrow morning or his boss will be upset. (very strong suggestion that implies that something bad will happen if the advice is not taken) |
| | If you're unhappy, just quit. You could <i>start</i> your own business. (offer advice or suggestion; speaker is unsure if listener may take advice; used in affirmative sentences) |
| | People might want to file their taxes early. (indirect suggestion) |
| Prediction, Intention, and Expectation | This new plan will succeed. (prediction or expectation) (OR: This new plan is going to succeed.) |
| | The president will allocate more money to schools. (intention) |
| | (OR: The president is going to allocate more money to schools.) |
| | The movie is supposed to <i>be</i> on Channel 8 at 10:00 p.m. (a planned event; conveys expectation) |
| | The final exam should be easy. (expectation) |
| | (OR: The final exam ought to be easy.) |

9.3 A Few Basic Rules

These few basic rules about modals will help you as you work through this chapter.

1. The verb following the modal is always the base or simple form.

The professor must plan the final exam soon.

Do not use to between the modal and the verb, as in this error:

Incorrect: The professor must to plan the final exam soon.

Do not add endings to the verb, such as -s, -ing, -ed, as in these errors:

Incorrect: The professor must plans the final exam soon.

Incorrect: The professor must planning the final exam soon.

Incorrect: The professor must *planned* the final exam soon.

2. Use only one single-word modal with a verb.

The committee might approve the plan today.

Do not use two single-word modals together, as in this error:

Incorrect: The committee might could approve the plan.

It is sometimes possible to use a phrasal modal for the second meaning above:

The committee might be able to approve the plan.

3. Negative modals are formed in this order: MODAL + not + VERB.

She should not be here.

Do not use the auxiliary *do/does/did* to make a negative modal:

Incorrect: She doesn't should be here.

4. Questions with modals are formed in this order: MODAL + SUBJECT + VERB.

Could you please answer the phone?

Do not use the auxiliary *do/does/did* to make a question with a modal:

Incorrect: Do you could please answer the phone?

Correct: Could you please answer the phone?

5. Modals can be used with the progressive forms (verb ending in -ing).

We must be going.

I should be studying for tomorrow's exam.

The plane will be leaving in a few minutes.

6. Some modals have contracted forms, but contractions should be avoided in formal writing.

can not OR cannot can't

will not won't

Subject + will Subject'll (They'll be late.)

Subject + had better Subject'd better (I'd better leave now.)

Forms of Past Modals 9.4

Past modals consist of three parts: (1) the modal, (2) the word have, and (3) the past participle of the verb. It is the past participle that makes the whole verb past tense. (Reminder: The past participle for regular verbs is the base form of the verb + ed. The past participle of irregular verbs is often formed with -en [spoken] or -ne [done].)

The following sentences give an example of each past modal in this chapter.

We **should have** *hired* more workers last year. Now our production has decreased.

Sam **must have** *gone* to the beach yesterday. He has a sunburn today.

Hurricane Katrina could have hit New Orleans directly, but it affected areas to the east of the city more. She **might have** *left* her keys on the table, but she is not sure. It may have rained last night. Look, the grass looks wet. You would have *gotten* the job for sure if you had applied for it. With past modal constructions, you must always use the past participle of the verb after MODAL + have. She must have take the 7 p.m. flight to New York. Incorrect: Correct: She must have taken the 7 p.m. flight to New York. With past modal constructions, never use had; always use have: Incorrect: She must had taken the 7 p.m. flight to New York. She must have taken the 7 p.m. flight to New York. Correct: The Modal should in the Past 9.5 Use should + have + PAST PARTICIPLE to form the past modal. 1. We use should have + PAST PARTICIPLE when the action (of the verb) did not happen and someone is sorry (regrets) that the action did not happen. I failed the test. I should have studied last night. (The speaker did not study. The speaker regrets not studying last night.) 2. We use the negative form, should not have + PAST PARTICIPLE, when the action (of the verb) happened and someone is sorry (regrets) that the action happened. My stomach hurts! I shouldn't have eaten those four doughnuts. (The speaker ate four doughnuts. The speaker regrets eating them.) Exercise 1 Underline the should have + PAST PARTICIPLE construction in each sentence. Then put a check mark (V) beside all of the sentences underneath that are true. The first one has been done for you. 1. She should have cooked the beans and the rice in separate pots. a. She cooked the beans and rice in the same pot.

check mark () beside all of the sentences underneath that are true. The first one has been done for you. 1. She should have cooked the beans and the rice in separate pots. _______ a. She cooked the beans and rice in the same pot. _______ b. She cooked the beans and rice in two pots. 2. Tom is sure that he shouldn't have traveled to Taiwan in the summer. ______ a. Tom traveled to Taiwan. ______ b. Tom regrets traveling to Taiwan.

| 3. You should have told me this news sooner. |
|--|
| a. The speaker now knows the news. |
| b. The speaker still doesn't know the news. |
| 4. I'm sorry for not inviting you to my party. I should have sent you an invitation. |
| a. The speaker invited the person to the party. |
| b. The speaker did not invite the person to the party. |
| 5. Many people think that the U.S. shouldn't have dropped atomic bombs on Japan. |
| a. Many people agree with the use of atomic bombs in World War II. |
| b. Many people disagree with the use of atomic bombs in World War II. |
| 6. That shirt shouldn't have faded after just one washing. |
| a. The shirt lost some color when it was washed. |
| b. The shirt looked better after it was washed. |
| Joe should not have bought a used car. |
| 2. You did not get a new umbrella. You are sorry about this. |
| |
| 3. Instead of taking a taxi, we took a bus from the airport. Taking a bus took much longer |
| and was not as good as taking a taxi. |
| 4. Toshio regrets quitting his job today. |
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| | 3. Last flight I went to bed after findinght. I regiet doing this. | |
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| 9.6 | The Modal <i>must</i> in the Past | |
| | Use <i>must</i> + <i>have</i> + PAST PARTICIPLE to form the past modal. | |
| | Use must have + PAST PARTICIPLE when you are almost certain that the action happened. Based on the facts or current situation, you conclude that the action happened. | |
| | Joe looks really tired today. He must have <i>gone</i> to bed late last night. (The speaker thinks that Joe went to bed late last night.) | |
| | 2. Use the negative form, <i>must not have</i> + PAST PARTICIPLE, when you are almost certain that the action did not happen. | |
| | Irene failed her spelling test. She must not have <i>studied</i> very much. (The speaker thinks that Irene did not study very much.) | |
| Exercise 3 | To complete these sentences, write the correct construction using <i>must (not) have</i> + PAST PARTICIPLE with the verb in parentheses. The first one has been done for you. | |
| | 1. No one ordered any dessert after dinner. Everyone (be) must have been | |
| | full. | |
| | 2. When I saw Ben this morning, he didn't know who had won the football match last | |
| | night. He (watch) it on TV. | |
| | 3. Paula's French is outstanding. I know she's a good language learner, but she (have) | |
| | a great French teacher, too. | |
| | 4. Ellen returned four of the five dresses that she bought yesterday. They (fit) | |
| | her very well. | |
| | 5. Rick didn't follow the teacher's directions for this assignment. He (understand) | |
| | the directions clearly. | |
| | 6. Look at the decorations on these cakes! They're so elaborate! It (take) | |
| | a long time to make them! | |
| | | |

9.7 The Modal could in the Past

Use could have + PAST PARTICIPLE to form the past modal.

1. Use *could have* + PAST PARTICIPLE when the speaker had the opportunity to do something, but you are not sure he did it. You can also use it when the action was possible, but you are not sure if it really happened.

After dinner, I felt really sick. It **could have** *been* the fish. It tasted a little strange. (The speaker thinks that one possible reason for being sick was the fish.)

2. Use the negative form *could not have* + PAST PARTICIPLE, when you are almost positive that the action did not happen. This form implies that it was impossible for the action to have occurred.

The evidence proves that the woman **couldn't have** *killed* her husband because she was traveling in a different country when he was killed. (According to the evidence, it was impossible for the woman to have killed the man.)

Editing Exercise

Write a correction above the errors in the underlined parts of the sentences.

- 1. If you missed eight of the ten questions on the test, you could have passed it.
- 2. No one believes that the man could have kill his boss.
- 3. My late grandfather was extremely rich. He didn't own a BMW, but he <u>couldn't have</u> easily bought one or more of them.
- 4. I could visit many more places in Paris if I had had more time.
- 5. I could have lent you my car yesterday because I needed it all day.
- 6. I could have lent you my car because I needed it all day yesterday.
- 7. When we went to France last year, we could have fly on the Concorde.
- 8. It couldn't rain this morning. I would have noticed if the ground had been wet!

9.8 The Modal might in the Past

Use might have + PAST PARTICIPLE to form the past modal.

- 1. Use *might have* + PAST PARTICIPLE when the action was possible, but you are not sure if it happened. (This is the same meaning as *may have* or *could have* + PAST PARTICIPLE.)
 - After dinner, I felt really sick. It **might have** *been* the fish. It tasted a little strange. (The speaker thinks that one possible reason for being sick was the fish.)

| | Mother: | The train trip took us several hours. I don't know why we came by train. | |
|------------|-------------------------|---|--------------------------------|
| | Ana: | We might have <i>flown</i> . It would have been so much faster. | |
| | PARTICIPLE was possible | e form, might not have + PAST is used when the negative situation, but you are not sure if it happened. same meaning as may not have + PAST | |
| | <i>written</i> hi | ner believes that Joe might not have s paper by himself. (The teacher is possible that someone helped Joe paper.) | |
| Exercise 5 | | nce. Then write a sentence that means ight not have + PAST PARTICIPLE. The fi | |
| | 1. It is possible | that it rained last night. I'm not sure. | |
| | It might have | rained last night. | |
| | 2. When you c | alled last night, maybe David wasn't h | ome then. |
| | 3. Why did He | ctor leave the party? Maybe he didn't f | eel well. |
| | 4. The student' | s answers are all wrong. Maybe he didi | n't understand the directions. |
| | 5. Perhaps the | doctor prescribed the wrong medicine. | |
| | 6. Why did the | accident happen? Maybe the pilot tur | ned onto the wrong runway. |
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2. Might have + PAST PARTICIPLE has a second meaning. It can be a suggestion about a

past event, like could have. Sometimes it is a form of complaint.

| 9.9 | The Modal may in the Past |
|------------|---|
| | Use may have + PAST PARTICIPLE to form the past modal. |
| | Use may have + PAST PARTICIPLE when the action was possible, but you are not sure if it happened. |
| | After dinner, I felt really sick. It may have been the fish. It tasted a little strange. (The speaker thinks that one possible reason for being sick was the fish.) |
| | The negative form may not have + PAST PARTICIPLE is used when the negative situation was possible, but you are not sure if it happened. |
| | The teacher believes that Joe may not have written his paper by himself. (The teacher believes it is possible that someone helped Joe write his paper.) |
| Exercise 6 | Read each sentence. Then write a sentence that means the same as the first sentence. Use may have or may not have + PAST PARTICIPLE. The first one has been done for you. |
| | 1. Perhaps Jennifer went to her cousin's house. |
| | Jennifer may have gone to her cousin's house. |
| | 2. It's possible that Ned didn't like the gift that Linda gave him. |
| | 3. Maybe some passengers survived the plane crash. |
| | 4. Maybe he didn't hear the announcement. |
| | 5. It's possible that the secretary has already received the documents. |
| | 6. Perhaps it was too late for Alan to buy a cheap ticket for the flight. |
| | |

| 9.10 | The Modal would in the Past | | |
|------------|--|--|--|
| | Use would have + PAST PARTICIPLE to form the past modal. | | |
| | 1. Use would have + PAST PARTICIPLE when the action did not happen. This meaning is for the main clause in conditional sentences: another condition was missing, and that's why the second action did not happen. | | |
| | The young couple would have <i>purchased</i> the house if it had had two bathrooms. (The house did not have two bathrooms, so the young couple didn't purchase it.) | | |
| | 2. The negative form <i>would not have</i> + PAST PARTICIPLE is used when the action actually happened, but it would not have happened if something else had occurred first. | | |
| | The pie wouldn't have tasted so sweet if I had added the correct amount of sugar. (The pie tasted too sweet because the speaker added the wrong amount of sugar.) | | |
| | NOTE: Sometimes the <i>if</i> -clause is not stated; it is understood. You can find more information about <i>if</i> -clauses in Chapter 12. | | |
| ercise 7 | Fill in the blanks with would have + PAST PARTICIPLE of the verbs in parentheses. The first one has been done for you. 1. (start, [negative]) Perhaps if Lincoln had not become the 16th president, the Civil War would not have started in 1861. | | |
| | 2. (like) People the party better if you had had good | | |
| | music. | | |
| | 3. (be, [negative]) The spaghetti crunchy if you had | | |
| | cooked it a little longer. | | |
| | 4. (win) If Kostov had done better in the second set, perhaps he | | |
| the match. | | | |
| | 5. (be) The outcome of the election the same if people | | |
| | had voted on computers instead of using the old methods. | | |
| | 6. (have, [negative]) If you had taken the medicine correctly, you | | |
| | | | |

Exercise 8 Underline the six past modal forms in this paragraph and explain their meanings to a partner.

My Oldest Memory

My oldest memory is of a time when I was a very young child. I couldn't have been more than five years old. In fact, I might have been as young as three. I remember that I was with a woman who was our neighbor. It must have been around 6 or 7 o'clock because it was getting a little dark. The woman told me that we were going to walk to the store on the corner to get an ice cream cone. Just as we left the front steps of our house, the light above the store went out. It had just closed. We should have left earlier. If we had left the house a few minutes earlier, then we might have gotten to the store in time. If we had done that, then I could have had some ice cream. To this day, I cannot remember exactly who the woman was, but I certainly remember the day that I didn't get any ice cream.

CHAPTER QUIZ

Exercise 9 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | As l | I sat waiting for my flight to take off, I read | d thi | s statement on the information card: | |
|----|------|---|--------|---|--|
| | "In | an emergency, all passengers the | dire | ections of the crew." | |
| | A. | must follow | C. | might follow | |
| | B. | must have followed | D. | might have followed | |
| 2. | I ov | verheard a mother tell her son, "If you nee | d to | use your cell phone, you do | |
| | it n | ow because you make a call during | ng th | ne flight." | |
| | A. | had better cannot | C. | must do not able to | |
| | В. | had better to cannot | D. | must to do not able to | |
| 3. | A p | passenger seated next to me told me about | a pro | oblem on her previous flight. As the | |
| | pas | sengers were boarding the plane, an alarm | wer | nt off. She thought that one of the | |
| | pas | sengers may an emergency door | by n | nistake. | |
| | A. | open | C. | have opened | |
| | B. | have open | D. | to open | |
| 4. | Abo | out an hour after takeoff, the flight attend | ant g | gave each of us a small sandwich, but | |
| | I co | I could not eat mine because the cooks had put spicy mustard on all of them. They | | | |
| | rea | llysuch spicy mustard. | | | |
| | A. | should have added | C. | shouldn't have added | |
| | B. | should add | D. | shouldn't add | |
| 5. | On | e passenger said that his worst flight was a | boa | rd a 747 with Southwest Airlines, | |
| | but | t a flight attendant who was standing near | by c | orrected him. She said, "Are you sure | |
| | it v | vas a 747 with Southwest? Actually, if it was | as a S | Southwest jet, it been a 747 | |
| | bec | cause that airline does not have any jumbo | jets | ," | |
| | A. | might not have | C. | might not had | |
| | B. | could not have | D. | could not had | |
| 6. | The | e pilot announced, "Ladies and gentlemen | ı, we | are very near the Salt Lake City | |
| | Air | port. We shortly, so please follow | the | flight attendants' instructions at this | |
| | po | int." | | | |
| | A. | land | C. | could land | |
| | B. | must land | D. | will land | |
| | | | | | |

| 7. | 7. A man next to me remarked, "I hate having to wait for my luggage. I wish they could | | | |
|--|--|-----------------------------------|----|---------------------------------|
| | just take my luggage directly to my car. That great!" | | | |
| | A. would be C. would have been | | | |
| | B. | should be | D. | should have been |
| 8. As we were exiting the airplane, an agent told us that we | | | | |
| | A. | should pick up our baggage at | C. | must to have our baggage claim |
| | | carousel 7 | | tickets in our hands |
| | B. | might have waited ten minutes for | D. | were able ask for assistance at |
| | | our baggage | | the baggage claim area |

ORIGINAL WRITING

| Exercise 10 | Write a paragraph about an important event in history or in your life. Tell what happened and why it happened. Tell how it could have been different. Consider what should have been done to make it different (if it was something negative). Use at least five of the past modals from this chapter. Use both affirmative and negative forms. Exchange paragraphs with a partner. Circle all the past modals on your partner's paper and check for their correct use. |
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Gerunds and Infinitives

Two verb forms in English are used as nouns: gerunds and infinitives. Gerunds are verbs ending in -ing. Infinitives are to + VERB. How do you know when to use an infinitive and when to use a gerund? This chapter will answer that question.



CHECK YOUR GRAMMAR

Four of the eight underlined words contain an error related to gerunds and infinitives. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Reading Skills

To read is much more than <u>run</u> your eyes across the page and <u>recognizing</u> words. It involves <u>grasping</u> the meaning of what is written, <u>understanding</u> the relationship of each sentence and paragraph to all the others. <u>Getting</u> more from your reading, you will need <u>skim</u>, reflect, <u>read</u>, and review each chapter.

From: V. Ruggiero. (2002). Becoming a Critical Thinker, 4th ed. Boston: Houghton Mifflin, p. xvi.

10.1 Forming Gerunds and Gerund Phrases and Infinitives and Infinitive Phrases

Here are the basic forms of gerunds and infinitives:

| Gerund | Infinitive |
|-------------|------------|
| VERB + -ing | to + VERB |
| swimming | to swim |
| laughing | to laugh |

A gerund phrase includes the gerund and its related information.

Taking *good class notes* makes it easier to review for exams.

An infinitive phrase includes the infinitive and its related information.

To take good class notes, you should read about the subject in advance.

Exercise 1 Read the following paragraph on stress. Underline all the gerunds and infinitives. The first one has been done for you. There are ten more.

Handling Stress

To relieve stress, you must first understand which brain hemisphere is stressed. Feeling depressed or emotionally overwrought means your stress is in the right hemisphere. This is the creative, emotional, holistic side of your brain. To cut stress, switch to your matter-of-fact left hemisphere. How? Doing math or writing factual prose calms down the emotional right brain. Another option is to organize something; it has the same calming effect. Feeling time-stressed and overburdened means the left hemisphere of your brain is stressed. Singing or playing a sport will allow you to switch to your right brain and to reduce your stress.

From: Berko et al., Communicating, p. 188.

Gerunds and Gerund Phrases 10.2

Although gerunds, like infinitives, are formed with verb stems, they function like nouns. A gerund phrase is a gerund followed by a noun or pronoun.

1. Gerunds and gerund phrases as subjects

Eating *vegetables* is a good way to stay healthy.

A gerund as the subject of a sentence takes a singular verb. When multiple gerunds are used as the subject, they take a plural verb.

Eating *vegetables* and *exercising* are excellent ways to stay healthy.

When a gerund has multiple objects, the subject is singular.

Eating broccoli, carrots, and tomatoes is an excellent way to stay healthy.

2. Gerunds and gerund phrases as direct objects (see Section 10.2.1)

However, many people dislike preparing vegetables.

3. Gerunds and gerund phrases as **subject complements** (after the verb *be*)

One easy preparation method is eating them raw with a simple sauce.

In this case, the gerund is often inverted to the subject position without changing the meaning of the sentence.

Eating vegetables raw with a simple sauce is one easy preparation method.

- 4. Gerunds and gerund phrases as objects of prepositions (see Chapter 7) Another method of preparing vegetables is stir-frying.
- 5. To form the negative of a gerund, simply place *not* immediately before the gerund. Not cooking vegetables allows you to prepare a meal faster.

Nouns

Exercise 2 Complete the following sentences with a gerund or gerund phrase using some of the words below or your own words. In the parentheses, write the function of the gerund in the sentence. The gerund can serve as the subject, direct object, subject complement (after the verb be), or object of a preposition. The first one has been done for you.

| | clean | fry | slice | counter | new recipes | salt |
|------|------------|-----------------|------------|----------------|---------------------|----------------------|
| | cook | mop | taste | dishes | olive oil | seafood |
| | cut | peel | try | fruit | praise | tomatoes |
| | eat | receive | use | meat | salad | vegetables |
| 2. L | isa's favo | rite hobby is | | . (|) | bject of prepositior |
| 3 | | is on | e of the b | enefits all co | oks enjoy! (|) |
| 4. I | t's almost | impossible | to make a | meal withou | ıt | (|
| 5. V | Vhile som | ie people en | joy | | _, I think it's a b | oring activity. |
| (. | |) | | | | |
| 6. N | ⁄ly mothe | r is great at . | | , but | I'm not so good | at it. |
| (. | |) | | | | |
| | | nd | . 1 | but I am tire | d of | everv week! |
| 7. I | don't mi | ilu | , | | | |

10.2.1 Verbs Commonly Followed by Gerunds

Verbs

| THESE VEIDS HEE | fucility may | e a gerane | or a gerana j | onituse ronowing | CITCIII. |
|---------------------|--------------|------------|---------------|------------------|----------|
| appreciate | delay | dislike | involve | practice | risk |
| avoid | detest | enjoy | miss | quit | stop |
| consider | discuss | finish | nostnone | recommend | suggest |

My mother *appreciated* **getting a puppy** for her birthday.

2. Whenever a verb follows a preposition, the verb takes the gerund form. The common expressions in the following chart have a gerund or gerund phrase following them. (For a longer list of prepositions after certain verbs and adjectives, see Sections 13.3.2 and 13.3.3 in Chapter 13.)



| be afraid of | be interested in | be worried about | dream about | thank (someone) for |
|--------------|--------------------|---------------------|----------------|------------------------|
| be good at | be responsible for | argue about | excel at | think about |
| be used to | be accustomed to | believe in | talk about | think of |

Common error: We are interested in take summer classes.

Correct: We are interested in taking summer classes.

Common error: Did she **thank you for drive** her to work this morning?

Correct: Did she **thank you for driving** her to work this morning?

- 3. Other common expressions include:
 - by + gerund to explain how something is done
 You can pass this class by reading the text and keeping up with assignments.
 - go + gerund to describe activities
 Would you rather go bowling or go swimming this afternoon?

Exercise 3 Complete each sentence with the verb or expression in parentheses and add an appropriate gerund or gerund phrase. The first one has been done for you.

| | Studying for E | Exams |
|---------------------------------|--------------------------|--|
| In order to pass the exam I | just took, I should hav | veconsidered studying |
| (consider) the lecture note | es. Unfortunately, I the | 1 ought I had lots of time, so |
| I | (postpone) | over them. I was confident that I knew |
| | about | (worry [negative]) the test. |
| | 10 | o) at the mall, and later my friends |
| and I | 4 (go) at | a nearby club. That was a big mistake! |
| 5 With only a few hours left | before the exam, I op | pened my book. Later that night, |

(continued)

| while sleeping, I | about | (dream) the | |
|-------------------------------|--------------------------|---------------------------|----|
| test. I woke up from that ni | _ | (finis | h) |
| the rest of the chapter. Then | I went to school and to | ok the exam. I learned my | |
| lesson the hard way. What d | do I recommend? I | not | |
| (recommend) what I did. In | | (suggest) | |
| your notes regularly. By revi | iewing them every day, y | you won't | |
| about (wo | orry) any exam! | | |

10.3 Infinitives and Infinitive Phrases

Infinitives consist of two words: *to* + VERB. An infinitive phrase is the infinitive followed by any noun or pronoun and modifying words.

1. Infinitives and infinitive phrases as a reduction of the phrase *in order to* (showing purpose)

To build its international business, the company spent millions on advertising in sixteen different languages. = [In order] **to build** its international business, the company spent ...

2. Infinitives and infinitive phrases as subjects

To live in a large city requires a lot of patience and nerve. (less common)

Compare with the gerund as the subject paired with the same verb. (Infinitives can be subjects, but gerunds are much more common as subjects.)

Living in a large city requires a lot of patience and nerve. (more common)

Remember: When an infinitive phrase begins a sentence, it is probably a "purpose" phrase, not the subject:

To live in a large city, you need a lot of patience. ([in order] to + verb = purpose)

3. Infinitives and infinitive phrases as direct objects

Mario wanted to stay at the beach, but it began to rain.

4. Infinitives and infinitive phrases after phrases beginning with it (it + be + ADJECTIVE or NOUN + INFINITIVE)

It is impossible to get a cheap apartment in a large city.

ADJECTIVE INFINITIVE

Many people say that it is a good idea to save money for the future.

NOUN INFINITIVE

Here are some common adjectives and nouns that are preceded by it + be and followed by an infinitive: bad dangerous difficult easy fun hard important impossible interestina necessary relaxing a good idea a bad idea a pity a shame a waste 5. Infinitives and infinitive phrases with the verb *take* (it + take + NOUN + INFINITIVE) It takes a lot of energy to find the perfect job. 6. Infinitives and infinitive phrases after certain adjectives Habiba was happy to learn that she'd been accepted to graduate school. Here are some common adjectives followed by infinitives. afraid glad relieved sorry ashamed happy reluctant surprised bound lucky sad sure careful proud shocked willing Note that accustomed to always takes a gerund. I am accustomed to waking up at 5 a.m. every day. 7. To form the negative of an infinitive, simply place *not* immediately before the infinitive. You should be careful not to strain your eyes in front of the computer. Exercise 4 Complete the sentences with an infinitive phrase. In the parentheses, write the function of the infinitive in the sentence. Choose from one of the four following options: direct object, after a phrase with it + ADJECTIVE, to show purpose, or after certain adjectives. The first one has been done for you. 1. Margaret and her sister Jenna went to college to become their family's first college graduates. (to show purpose) 2. They were afraid _____ _____, but their family encouraged them. (______ Margaret and Jenna wanted ____ _____ at a prestigious university in California, but it was too expensive. (______ ____)

| | them a scholarshi |
|-------|---|
| | () |
| | |
| | 5. It was impossible |
| | such a wonderful opportunity. (|
| |) |
| | 6. During their first semester, they went to the library |
| | . (|
| | |
| |) |
| | 7. In the beginning, it wasn't easy for Margaret and Jenna |
| | Howeve |
| | |
| | were proud |
| | . (|
| |)(|
| 0.3.1 | Verbs Commonly Followed by Infinitives |
| 0.3.1 | Verbs Commonly Followed by Infinitives These verbs frequently have an infinitive or an infinitive phrase following them: |
| 0.3.1 | Verbs Commonly Followed by Infinitives These verbs frequently have an infinitive or an infinitive phrase following them: afford agree ask decide demand deserve |
| 0.3.1 | Verbs Commonly Followed by Infinitives These verbs frequently have an infinitive or an infinitive phrase following them: afford agree ask decide demand deserve expect hesitate hope learn need offer |
| 0.3.1 | Verbs Commonly Followed by Infinitives These verbs frequently have an infinitive or an infinitive phrase following them: afford agree ask decide demand deserve expect hesitate hope learn need offer plan pretend promise refuse wait want |
| 0.3.1 | Verbs Commonly Followed by Infinitives These verbs frequently have an infinitive or an infinitive phrase following them: afford agree ask decide demand deserve expect hesitate hope learn need offer |

The following paragraph contains seven errors in gerund and infinitive use. Find and correct the errors. The first one has been done for you.

Searching for a Cure

As doctors continue to searching for a cure for the common cold, they have found some things that make people more vulnerable to catching a cold.

One negative influence is to argue. People who argue are more likely to get colds than those who do not.

Another characteristic is be a "loner." People who have strong social networks tend to be happier and therefore more resistant to colds. Finally, to stress over a job can lead to colds. There are many workers



who do not feel confident enough to get their job done right. Some researchers believe that this lack of self-confidence can lead to lowered immune systems. To resisting colds, people should look at the quality of their lives. While patients wait for a cure for the common cold, they can begin bolster their bodies by to deal with the treatable issues mentioned above.

10.3.2 Verbs That Need Nouns or Pronouns Before the Infinitive

These verbs often need either a noun or a pronoun before the infinitive.

advise allow cause convince forbid force invite permit remind teach tell warn

We all warned Jason to stop eating so much junk food.

(noun before infinitive)

My father *taught me* to play tennis when I was young. (pronoun before infinitive)

Exercise 6 Complete each sentence with the correct forms of the words in parentheses. The first one has been done for you.

| Piano Lessons | | | | | |
|--|--|--|--|--|--|
| When I was a child, my mother (advise / me / study) advised me to study hard every | | | | | |
| day. She (not want / me / lose out) on a quality | | | | | |
| education. For this reason, she (forbid / me / watch) | | | | | |
| too much television. Instead, she would (tell / me / practice) | | | | | |
| the piano. I absolutely hated my mother's forcing (me / play) | | | | | |
| , but I always did what I was told. She would | | | | | |
| (invite / her friends / listen) to my home | | | | | |
| 6 concerts, and it always made me so nervous! Well, today I must thank her. As a | | | | | |
| well-known pianist who travels around the world, I am happy that she (convince / | | | | | |
| me / appreciate) hard work. I would never have | | | | | |
| gotten where I am today without her focus on education and practice. | | | | | |

| 0.4 | Verbs Commonly Followed by Either |
|-----|-----------------------------------|
| | Gerunds or Infinitives |

The following verbs often have either a gerund or an infinitive following them. The meaning is similar for both.

begin attempt continue hate love prefer start like

Jeanne prefers carrying her own luggage. (gerund)

Jeanne prefers to carry her own luggage. (infinitive)

The verbs *forget, regret, remember, stop,* and *try* are also followed by either a gerund or infinitive. However, the meaning is different for each usage.

forget I forgot taking this picture of the Eiffel Tower. In fact, I took several.

(forget + GERUND refers to an earlier action that occurred)

I forgot **to take** a picture of the Eiffel Tower. Maybe I'll do it on my next trip. (forget + INFINITIVE refers to an action that did not occur)

regret I regret telling you last week that you would be laid off. I was wrong.

(regret + GERUND refers to an earlier action)

I regret to tell you today that you will be laid off next week. (regret + INFINITIVE refers to an action in the present)

| remember | Now I remember taking this picture. It was on May 8th. (<i>remember</i> + GERUND refers to an earlier action) | |
|----------|---|--|
| | I remembered to take this picture. I did not forget to do this. (remember + INFINITIVE refers to an action at the same or later time) | |
| stop | I was driving my car. I stopped to make a phone call. (stop + INFINITIVE means to interrupt an action to do something else) | |
| | My phone bill got too high, so I stopped making so many calls. (stop + GERUND means to finish an action in progress) | |
| try | You have hiccups? You should try holding your breath. (<i>try</i> + GERUND means to experiment with a solution to a problem) | |
| | The doctors tried to save her life, but she died. (<i>try</i> + INFINITIVE means to make an effort to do something that is usually difficult) | |

Exercise 7 Fill in the blank with the appropriate gerund or infinitive form of the verb in parentheses.

| 1. | Paula forgot (tell) her husband she hadn't fed their cat. Her husband |
|-----|---|
| | didn't feed the cat either, so the poor thing meowed all day long! |
| 2. | Paula forgot (tell) her husband she hadn't fed their cat, so she |
| | worried all day long. However, her husband had fed the cat before he left for work. |
| 3. | Do you remember (stop) the newspaper delivery for this week that |
| | we're on vacation? |
| 4. | I remembered (stop) the mail, but I don't remember |
| | (stop) the paper. |
| 5. | After getting my last credit card bill, I stopped (spend) so much time |
| | at the mall. I need to follow my budget more closely. |
| 6. | I stopped (spend) some time at the mall today. I've been pretty good |
| | about watching my money and decided to splurge and buy some new shoes. |
| 7. | Each week we try (save) a little money to put toward a vacation. We |
| | hope to go to Japan next summer. |
| 8. | Each week we try (save) the planet by volunteering to pick up trash |
| | along the highway. |
| 9, | The committee regrets (inform) you that your request for a hearing |
| | has been denied. You may appeal this decision if you wish. |
| 10. | The committee regrets (inform) you that your request for a hearing |
| | was denied. It has, in fact, been granted. |

CHAPTER QUIZ

Exercise 8 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | . Even small changes can result in weight loss. For example, my personal trainer | | | | | | |
|--|--|--|-------|------------------------------------|--|--|--|
| | cautioned me real cream in my coffee. | | | | | | |
| | A. | to avoid using | C. | avoid to use | | | |
| | B. | avoid using | D. | to avoid use | | | |
| 2. He told me that certain foods such as cream and cookies would reall | | | | | | | |
| | lose | weight quickly. | | | | | |
| | A. | not to eat | C. | not eating | | | |
| | В. | I do not eat | D. | doesn't eat | | | |
| 3. | In f | act, I stopped dessert because the | scal | es told! | | | |
| | A. | eating me to stop | C. | to eat me stop | | | |
| | B. | to eat to stop | D. | eating me stopping | | | |
| 4. | | vegetables is a good way to stay heal | thy, | but I dislike many of them. | | | |
| | A. | To eat to prepare | C. | To eat preparing | | | |
| | B. | Eating to prepare | D. | Eating preparing | | | |
| 5. | Do | you to go to the gym alone or wi | ith a | workout buddy? | | | |
| | A. | prefer | C. | enjoy | | | |
| | B. | suggest | D. | appreciate | | | |
| 6. | 6. For many people, out with someone else increases their motivation and | | | | | | |
| | ulti | mately yields better physical results. | | | | | |
| | A. | work | C. | working | | | |
| | B. | they work | D. | if they work | | | |
| 7. | If y | ou have a friend to work out with, you are | e not | likely working out from | | | |
| | one | e day to the next. | | | | | |
| | A. | for postpone | C. | to postpone | | | |
| | B. | for postponing | D. | to postponing | | | |
| 8. | Wh | en I first started working out, running on | the | treadmill was difficult because my | | | |
| | boo | ly was not accustomed for so lon | g. | | | | |
| | A. | for run | C. | for running | | | |
| | B. | to run | D. | to running | | | |

ORIGINAL WRITING

| Exercise 9 | Write a paragraph about something special that you have achieved in your life. Give some background that includes how old you were during this time and why it was important for you to achieve this goal. Explain the events that led to this success. How did you feel after this achievement? |
|------------|--|
| | Review the uses of gerunds and infinitives in this chapter. Try to include at least four infinitives or infinitive phrases and four gerunds or gerund phrases in your paragraph. Exchange paragraphs with a partner. Review your partner's paper, circling all the gerunds and infinitives and checking for their correct use. |
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Passive Voice and Participial Adjectives

<u>Passive voice</u> can be difficult to understand. Before you study this chapter, you may find it a good idea to review the verb tenses in Chapter 4 and Chapter 5. This will help you understand passive voice better.



CHECK YOUR GRAMMAR

Four of the seven underlined words or phrases contain an error related to passive voice and participial adjectives. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Audience Feedback

Your ability to listen to yourself <u>can be enhanced</u> by two skills: translating audience feedback and listening. Good speakers silently ask and <u>are answered</u> questions as they speak. If an audience seems <u>confused</u>, the speaker may slow down and re-explain a concept. If the audience looks <u>boring</u>, the speaker <u>may be added</u> an interesting or amused story to rekindle their interest.

Adapted from: Engleberg and Daly, Presentations in Everyday Life, p. 39.

11.1 Passive Versus Active Voice

When a verb is in the active voice, the subject is the actor. In other words, the subject is doing the action.

The **dog** bit the man. (Who did the action? The dog.)



In contrast, when a verb is in the passive voice, the subject is the receiver of the action of the verb. The actor may (or may not) be expressed by a by + ACTOR expression.

The man was bitten by the dog. (Who did the action? The dog.)

In the first example (active voice), the speaker emphasizes the dog. In the second example (passive voice), the speaker emphasizes the man. The noun in the subject position is the one that the speaker emphasizes. When should you use the passive voice? Use it when the receiver of the action is more important than the one who did the action.



11.2 Form of Passive Voice

Passive voice always consists of a form of the verb be followed by the past participle of the action verb: be + PAST PARTICIPLE.

Penicillin was discovered in 1928.

The following chart gives you an overview of the passive voice of verb tenses in English.

| Tense | Active Voice | Passive Voice |
|----------------------|-------------------------|----------------------------|
| Present: | I write it | It is written |
| Present progressive: | I am writing it | It is being written |
| Present perfect: | I have written it | It has been written |
| Past: | I wrote it | It was written |
| Past progressive: | I was writing it | It was being written |
| Past perfect: | I had written it | It had been written |
| Future: | I will write it | It will be written |
| Future perfect: | I will have written it | It will have been written |
| Present modal: | I can write it | It can be written |
| | I should write it | It should be written |
| Past modal: | I could have written it | It could have been written |
| | I may have written it | It may have been written |



The progressive forms are almost never used in the passive voice.

An easy thing to remember about forming the passive voice is that the verb usually has one more word (+1) than the active voice verb.

| Active | Passive + 1 |
|-------------------------------------|-------------------------------------|
| They answer their mail immediately. | Their mail is answered immediately. |
| They have not called Jack. | Jack has not been called. |
| They could have sent the package. | The package could have been sent. |

Infinitives and gerunds can also be used in passive voice.

Infinitives

Simple: to + be + PAST PARTICIPLE

We waited to be served.

Perfect: to + have been + PAST PARTICIPLE

I was happy to have been selected.

Gerunds

Simple: being + PAST PARTICIPLE

Being selected was an honor.

Perfect: having been + PAST PARTICIPLE

I denied having been arrested.

Exercise 1 Put a check mark () by the passive verb forms. The first one has been done for you.

| V | _ 1. have been eaten | 8. will be taking | 15. haven't been slicing |
|---|-----------------------|------------------------|--------------------------|
| _ | _ 2. have been eating | 9. will be taken | 16. needed to be told |
| | _ 3. cannot fly | 10. can be taking | 17. needed to tell |
| | _ 4. cannot be flying | 11. should be needed | 18. enjoyed being taken |
| | _ 5. cannot be flown | 12. should be needing | 19. enjoyed taking |
| | _ 6. were taken | 13. hadn't been sliced | 20. dislike being asked |
| | _ 7. were taking | 14. weren't sliced | 21. dislike asking |

Exercise 2 Underline the passive verb forms in this news report. The first one has been done for you. There are six more.

Commencement Address

In today's news, Prime Minister Clark gave a speech at the graduation ceremony at Dover University. As the guests were being seated, an orchestra played quietly. The prime minister was introduced by the president of the university, who was visibly moved by the prime minister's attendance at today's event. Prime Minister Clark received his degree from Dover University in 1979. Today's trip to the university was his first trip back to the area since then. When Clark's name was announced to the audience, a loud cheer could be heard for the lost son who had finally returned to Dover University. In his speech at this event, the prime minister noted the important role that today's graduates will play in shaping the future of our country. "A country is only as strong as its educated. You are our educated; thus, you are our strength. We are counting on you for leadership as we enter a new era." Some

(continued)

thought that the possibility of war with neighboring countries might come up, but serious topics such as this were not mentioned at all. Having been addressed, the students then came forward to receive their diplomas.

11.3 How to Change Active Voice to Passive Voice

To change the active voice to passive voice in a sentence with SUBJECT / VERB / OBJECT word order, follow these four easy steps. (See Chapter 13 for word order.)

1. Begin with a sentence that has an active verb.

Mark Twain wrote The Adventures of Tom Sawyer in 1876.

Identify the receiver of the action—*The Adventures of Tom Sawyer*. Move this receiver to the subject position in a new sentence.

The Adventures of Tom Sawyer ...

2. Identify the verb—wrote—and its tense (simple past). After the subject, put the verb be in the same verb tense.

The Adventures of Tom Sawyer was ...

3. Next, add the past participle of the verb you identified in Step 2.

The Adventures of Tom Sawyer was written ...

4. Finally, include the original person or thing that did the action (the agent) in a *by* phrase.

The Adventures of Tom Sawyer was written by Mark Twain ...

Then add the rest of the information (if there is any) from the original sentence.

The Adventures of Tom Sawyer was written by Mark Twain in 1876.

In some cases, you may want to omit the agent if the main emphasis is on the receiver (the new subject) or if the agent or actor is obvious or unknown.

The Adventures of Tom Sawyer, not A Tramp Abroad, was written in 1876.

Editing Exercise 3

Underline the complete verb in each sentence and identify it as *active* or *passive*. Then rewrite the sentence by changing the voice of the verb from either active to passive or from passive to active. Remember that when you change active to passive, you may not necessarily include the agent in a *by* phrase. The first one has been done for you.

1. <u>active</u> In Unit 12, students <u>must use</u> a range of written sources to understand the causes of World War I.

In Unit 12, a range of written sources must be used to understand the causes of World War I.

Video and other media facilitate the presentation and understanding of the events leading up to and following World War I.

| In the accompanying course textbook, the constantly changing nature world governments over several decades has been emphasized in great detail by authors. |
|--|
| Both the illustrations and the written material in the text are protected. Title 17 of the United States Copyright Law. |
| The introduction to the first chapter was written in 1999 by Charles Ki well-known university history professor. |

11.4 Three Common Errors With the Passive Voice

Writers tend to make three mistakes with the passive voice: in form, in use, and with intransitive verbs (verbs that do not take an object and therefore cannot be in passive voice).

1. Error with past participle form. Remember that the verb *be* must be followed by the past participle of the action verb.

Incorrect verb form:

The book was writing in 1998.

Incorrect verb form:

The book was wrote in 1998.

Correct past participle:

The book was written in 1998.

2. <u>Error with use</u>. Remember that passive voice is used when the receiver of the action is more important than the agent (doer of the action). You should mention the agent only if it is important to the meaning or if it is not obvious.

Incorrect:

Arabic is written by Arabic speakers from right to left. (by Arabic

speakers is not necessary information)

Some writers use passive voice too often, especially just after they have learned it. Active voice is generally much more effective than passive voice. Use passive voice when

· you want the receiver of the action to be the main topic of your words:

Smoking is prohibited in this area.

you don't know who did the action:

The First United Bank was robbed early this morning.

the subject of the active sentence would be people or one:

Abraham Lincoln was considered an honest man.

reporting unwelcome news or avoiding blame:

Taxes will be increased.

All of my important e-mails were deleted!

· the topic has already been mentioned:

Ethanol production is the latest hot topic for discussion. It is seen as a possible solution to the country's dependence on oil.

The following two examples describe the same event, but the writer's emphasis is different in each.

Active voice: The dog bit the thief. (The writer's focus is the dog.)

The thief quietly opened the window of the house. He climbed into the residence as carefully as possible so that he would not make any noise. He did not know, however, that there was a vicious dog watching over the house. The dog heard the noise of the intruder and reacted quickly. Like a bolt of lightning, the dog jumped up and barked ferociously. Then the dog lunged at the man. In a split second, the dog bit the thief, which ended the robbery.

Passive voice: The thief was bitten by the dog. (The writer's focus is the thief.)

The thief quietly opened the window of the house. He climbed into the residence as carefully as possible so that he would not make any noise. He did not know, however, that there was a vicious dog watching over the house. The thief heard the loud clicking of claws on the floor. The thief could not escape. He was bitten by the dog, which ended the robbery.

3. Error with intransitive verbs. English has two kinds of verbs: transitive and intransitive. Transitive verbs are followed by an object. For example, the verb announce must always have an object. You cannot say "Yesterday they announced." This sentence must have an object, as in "Yesterday they announced their engagement" or "Yesterday they announced the winners' names." Here are some transitive verbs:

announce (an engagement) buy (a gift) like (a person or thing) discover (a cure) find (a good deal)

take (a nap)

Intransitive verbs are not followed by an object. Here are a few intransitive verbs:

come die happen seem occur

Intransitive verbs do not have grammatical voice, so they cannot be changed from active to passive voice. Study the following examples.

| | Transitive Verb, Active Voice | c \$ | Transitive Verb, Passive Voice | | | |
|---------|---|-------------|---|--|--|--|
| | They discovered a cure | E\$ | A cure was discovered | | | |
| | The machine accepts coins | E\$> | Coins are accepted | | | |
| | Intransitive Verb, Active Voice | < | No Passive Possible | | | |
| | The accident happened | C \$ | was happened | | | |
| | The man died | €\$ | was died | | | |
| rcise 4 | Read the sentences. Find the error Section 11.4). Then correct the error 1. World War II was won. | | ntence and identify why it is an error (st one has been done for you. | | | |
| | | \$A71 | agent is important | | | |
| | | | | | | |
| | Correction: World War II was wo | on by the A | llies. | | | |
| | 2. World War II was occurred more than fifty years ago. | | | | | |
| | | | | | | |
| | Error: | Why: | | | | |
| | Correction: | | | | | |
| | 3. World War II was fighting in Africa, North America, Europe, and Asia. | | | | | |
| | Error: | Why: | | | | |
| | Correction: | | | | | |
| | 4. Thousands of soldiers were died in World War II. | | | | | |
| | Error: | Why: | | | | |
| | Correction: | | | | | |
| | 5. For years after the War, countries were completely rebuilt by the people. | | | | | |
| | Error: | Why: | | | | |
| | Correction: | | | | | |
| | 6. Even today, some of the signs | of the war | can still be seen by people | | | |
| | or Even today, some or the signs | | can sam be seen by people. | | | |
| | | | team still be seen by people. | | | |

Editing

Exercise 5

Read the following paragraph from a business textbook. If the underlined verb phrase is incorrect, write your corrected edit on the line. If it is correct, write *correct* on the line.

· _____ 9. ____

2. ______ 6. _____ 10. _____

3. ______ 7. _____

4. ______ 8. ____

CPA Credentials

Most accounting firms are included on their staffs at least one certified public

1
accountant, or CPA, an individual who has met state requirements for accounting
2
education and experience and has been passed a rigorous two-day accounting
3
examination. The examination is prepared by the American Institute of Certified
4
Public Accountants and covers accounting practice, accounting theory, auditing, taxation, and business law. State requirements usually are included a college
5
degree in accounting and from one to three years of on-the-job experience.

Once an individual becomes a CPA, he or she must be attended continuing6
education programs to maintain state certification. These specialized programs

design to provide the current training that is needed in today's changing business
7
environment. In addition, CPAs must be taken an ethics course to satisfy the
9
continuing-education requirement. Details regarding specific state requirements for practice as a CPA can obtain by contacting the state's board of accountancy.

| Editing | |
|----------|---|
| Exercise | 6 |

Read these two paragraphs from an education textbook. If the underlined verb phrase is incorrect, write your corrected edit on the line. If it is correct, write *correct* on the line.

| 1. | 5 | 9 |
|----|-------|---|
| | | |

Education in the 1600s



received elementary instruction, but formal colonial education was mainly for boys, particularly those of the middle and upper classes. Both girls and boys

might have had some preliminary training in the four Rs—reading, 'riting [writing],

rithmetic [arithmetic], and religion—at home. Sometimes, for a small fee, a
housewife was offered some training to children in her own home. In these cases,

she would be taught a little reading and writing, basic prayers, and religious beliefs.

In these dame schools, girls also learned some basic household skills, such as

cooking and sewing. The dame schools often are provided all the formal education

hat some children, especially girls, ever received.

Throughout the colonies, poor children were often apprenticed or indentured 7
to local tradesmen or housewives. Apprenticeships lasted for three to ten years, 8
generally ending around age twenty-one for boys and eighteen for girls. During that time, an apprentice would learn the basic skills of a trade and might also teach basic 9
10
reading and writing, and perhaps arithmetic, as part of the contractual agreement.

| 11.5 | Stative Passive and Passive With Get | | | | | |
|------------|---|--|--|--|--|--|
| | The stative passive is formed with the verb $to be + PAST PARTICIPLE$. In the stative passive, the past participle functions as an adjective and describes a state or situation. Stative passive constructions are not used with the by phrase. | | | | | |
| | The door to the office is closed. | | | | | |
| | Jay and Jenny are married. | | | | | |
| | The class was gone when I arrived. | | | | | |
| | Their new house was made of brick. | | | | | |
| | The passive with <i>get</i> is formed with a form of the verb <i>get</i> + ADJECTIVE or <i>get</i> + PAST PARTICIPLE. The past participle functions as an adjective and describes the subject. The use of passive voice with <i>get</i> is informal and often describes a process. Although you will hear the <i>get</i> construction frequently in informal conversation, you should remember that this construction is not preferred in formal academic writing. Follow your instructor's guidelines. | | | | | |
| | Jay and Jenny are getting married. | | | | | |
| | I got hired as an advertising copy writer. | | | | | |
| | A number of people got hurt in the accident. | | | | | |
| | She woke up late and got dressed in ten minutes. | | | | | |
| Exercise 7 | Complete the sentences with a stative passive or passive with <i>get</i> . Use words from the following list. The first one has been done for you. confuse crowd lose schedule turn better depress hungry sick worry | | | | | |
| | be + PAST PARTICIPLE | | | | | |
| | 1. I don't have any idea where I am. I think I am lost. | | | | | |
| | 2. The tourists didn't understand the directions you gave them. They | | | | | |
| | 3. We should have taken a taxi. The subway and I feel like I'm in a | | | | | |
| | sardine can. | | | | | |
| | 4. Hurry up. The tour bus to leave in 3 minutes! | | | | | |
| | 5. This hotel is so cheap that the heat off on March 1st, no matter what | | | | | |
| | the temperature is. | | | | | |
| | get + ADJECTIVE or PAST PARTICIPLE | | | | | |
| | 6. We've been looking at paintings of fruit all day! I | | | | | |
| | 7. Our flight leaves in two hours and you haven't packed yet. I | | | | | |

- 8. What's wrong with you? You're sneezing and coughing. Are you _____?
- 9. Our vacation is almost over. I'm ______.
- 10. How is that blister on your foot? Is it _____?

11.6 Participial Adjectives

The verb forms known as participles can also be used as adjectives.

The present participle, which is used to form progressive tenses, can also act as an adjective with an active meaning.

The engine noises were **frightening** the passengers. (present participle in progressive tense)

The passengers were nervous because of the **frightening** noises. (present participle as adjective)

The engine noises were **frightening**. (present participle as adjective)

The past participle, which is a necessary part of forming the passive voice, can also act as an adjective with a passive meaning.

The car was stolen by two young men. (past participle in passive voice)

The police found the stolen car a week later. (past participle as adjective)

11.6.1 Present Participles Used as Adjectives

As you have seen, present participles are verb forms that end in -ing:

interesting confusing surprising annoying losing

Present participles used as adjectives:

- · are active
- · refer to the cause of the experience
- · describe what the effect is
- · often describe inanimate (nonliving) nouns

The audience heard the results. The audience did not expect the results.=The results were **surprising**. No one could believe the **surprising** results.

The teacher explained the lesson. The students did not understand anything. = The explanation was **confusing**. The **confusing** explanation did not help.

11.6.2 Past Participles Used as Adjectives

Past participles are verb forms that end in -ed or an irregular form:

interested confused surprised annoyed lost known

Past participles used as adjectives:

- are passive
- · refer to the person who feels or has the experience
- describe how the person is affected
- usually describe animate (living) nouns

The audience heard the results. The audience did not expect the results.

(The audience was surprised. The surprised audience was silent.)

The teacher explained the lesson. The students did not understand anything.

(The students were confused. The confused students need more help now.)

Editing

Exercise 8

Fill in each blank with the correct adjective or participial adjective form of the verb in parentheses. The first one has been done for you.

Art Show



(continued)

| Read the situations react. Use passive of the verbs below | voice and parti | icipial adjectiv | ves in your de | escriptions. U | lse a par |
|---|------------------|------------------|----------------|-----------------|-----------|
| bore | dishearten | excite | frustrate | terrify | |
| convince | embarrass | frighten | interest | thrill | |
| 1. Moviegoers sta | anding in line | to get tickets | | | |
| Standing in line | e for tickets wa | s boring. The | boring ticket | line barely mov | ied. |
| or The moviego | ers were bored. | The bored mo | viegoers star | ted to get im | patient |
| 2. Spectators wat | tching a World | Cup soccer 1 | match | | |
| 3. Being in an ea | rthquake | | | | |
| 4. A student faili | ng a test | | | | |
| 5. Spilling your o | drink in a resta | urant | | | |
| | | | | | |

come again. Unfortunately, tickets for subsequent days are already (sell) _

13

| 8. Students not understanding a grammar structure | |
|---|--|
| | |
| 9. Tourists traveling to new countries | |
| | |
| 10. A runner winning a marathon | |

Editing Exercise 10

Read the paragraph below. There are seven errors in participial adjectives. Find the errors and correct them. The first one has been done for you.

Culture Shock

Culture shock is a feeling often experienced by people who move to another country to live or study. There are distinct phases or stages of culture shock. During the first stage, the "honeymoon" stage, the excited exciting newcomer is eager to explore 1 and learn about the new culture. The person may even feel as though he or she is an invited guest in the country. Soon, however, that comforting feeling disappears.

2 3

Earlier amused cultural differences suddenly become stressful. Repeating remarks 5

by others about differences between the two cultures may be interpreted as

(continued)

| ir | sulting comments about the newcomer's native country. The comforting sounds 6 7 |
|----|--|
| O | one's native language and the $\frac{\text{satisfied foods}}{8}$ of one's homeland are missed even |
| n | ore by the <u>overwhelming newcomer</u> as he or she struggles with communicating 9 |
| ir | a new language and adjusting to a new diet. Fortunately, before long, the |
| d | sappointing newcomer changes his or her negative attitude for an accepting one. 10 11 |
| P | reviously <u>rejecting customs</u> may now be accepted or at least tolerated by the 12 |
| n | ewcomer. Eventually, the newcomer begins to integrate the new culture into his or |
| h | er life. The smiling face is back and a sense of belonging emerges. 13 |

Editing Exercise 11

- 1. The students' raw scores are calculating by dividing the number of correct answers by the total number of questions.
- 2. For many reasons, it is important to ensure that tests are being properly administering by school officials.
- 3. Simpler than either the median or the mean, the mode is the value that is appeared the most frequently in a set of test score data.
- 4. It was discovered that the State Comprehensive Testing Office providing incorrect test scores for more than three million students in the state.

CHAPTER QUIZ

Exercise 12 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | The | development of a good test seve | ral s | teps, each of which a great |
|----|------|--|-------|---------------------------------------|
| | deal | of time. | | |
| | A. | is included is required | C. | is included requires |
| | В. | includes is required | D. | includes requires |
| 2. | For | example, a test must before it can | n | to schools. |
| | A. | validate distribute | C. | be validated distribute |
| | B. | be validated be distributed | D. | validate be distributed |
| 3. | Befe | ore educational testing employees begin w | orki | ng on test validation, they |
| | thre | ee months of training, which costs the con | npar | ny more than \$8,000 per employee. |
| | A. | are receiving | C. | receive |
| | B. | are received | D. | were received |
| 4. | Thi | s training is necessary because only | te | est writers can understand the |
| | con | nplexity of high-stakestests. | | |
| | A. | experiencing state-mandating | C. | experienced state-mandated |
| | B. | experiencing state-mandated | D. | experienced state-mandating |
| 5. | To l | keep up with changes and trends in testing | g, ed | ucational testing administrators must |
| | rou | tinely publications that discuss n | iew i | methods and processes. |
| | A. | review | C. | reviewed |
| | B. | be reviewed | D. | have been reviewing |
| 6. | Son | ne tests for university-bound students hav | e mı | ultiple sections that can |
| | sev | eral hours to complete. | | |
| | A. | take | C. | be taken |
| | B. | be taking | D. | have taken |
| 7. | On | the English proficiency test that our univ | ersit | y gives, the first parts of the test |
| | _ | to see if students gerunds a | nd a | articles. |
| | A. | are designing understand | C. | are designing are understood |
| | B. | are designed are understood | D. | are designed understand |

| 8. Jus | st two years ago, the test | . An improvement in the sec | ond version of the test |
|--------|-------------------------------|-----------------------------|-------------------------|
| is t | the inclusion of relevant and | material. | |
| A. | revised interested | C. was revised | . interested |
| В | revised interesting | D was revised | interesting |

ORIGINAL WRITING

| Exercise 13 | Write one to three paragraphs that report the news about an event. The event can be real or imagined. Tell what happened, when it happened, and why it happened. Try to give numbers and examples of details of the event. When possible, describe people's reactions |
|-------------|---|
| | to the event. Were they surprised? Terrified? Annoyed? |
| | Try to use passive voice when possible. Underline your passive voice examples. Remember that passive voice is not as common as active voice or intransitive verbs in real English, so make sure that you do not have a disproportionate percentage of passive voice examples in your writing. Exchange paragraphs with a partner. Review your partner's paragraph, checking for correct use of passive voice. |
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Conditionals

In this chapter, you will learn about a simple but powerful word that we use to express conditions, or whether results are real or possible depending on other circumstances. That word is *if*.



CHECK YOUR GRAMMAR

Three of the five underlined words or phrases contain an error related to conditionals. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Forming a Union

Forming a union for workers can be complicated. There are set rules for forming a union. If at least 30 percent of the eligible employees sign authorization cards, the organizers generally requested that the firm recognize the union as the employees' bargaining representative. Usually the firm rejects this request, and a formal election is held to decide whether to have a union. If the union obtains a majority in the election, it became the official bargaining agent for its members, and the final step, certification, took place.

From: Pride et al., Business, p. 349.

12.1 Conditionals With if

We use adverb clauses with the conjunction (joining word) *if* to convey conditional ideas, that is, when the occurrence of one event depends on the occurrence of another event. (See Chapter 15 for more information about adverb clauses.)

The English language features four types of conditional sentences:

Conditional 1: A situation that is always true

- A. If the price of gas goes up, the cost of a bus ticket goes up, too.
- B. If the President does not like a bill, he vetoes it before it becomes a law.

Conditional 2: A real or possible condition for the future

- C. If I study tonight, I will get a good score on the final exam tomorrow.
- D. If Karkovia invades Bratlova, the army of Bratlova might fight back with nuclear weapons.

Conditional 3: An unreal or imaginary condition

- E. If Bolivia possessed a seacoast, the country's economy would be very different.
- F. If cars were able to run on water, the world would have a better environment.

Conditional 4: A past condition with hypothetical results

- G. If the paparazzi had not chased Princess Diana, she would not have died in 1997.
- H. If AIDS had been cured early, millions of people would have survived.

12.1.1 Punctuation With if Conditionals

As with other adverb clauses, the if-clause can either begin or end the sentence. We use a comma when the adverb clause comes first in the sentence. Thus, when an if-clause begins a sentence, a comma is required.

*C. If I study tonight, I will get a good score on the final exam tomorrow.

OR: I will get a good score on the final exam tomorrow if I study tonight.

H. If AIDS had been cured early millions of people would have survived.

OR: Millions of people would not have died if AIDS had been cured early.

Exercise 1 In each sentence, underline the if-clause. Circle the verb inside the if-clause and the verb inside the main clause. Add a comma where necessary. The first one has been done for you.

- If the air temperature drops below freezing, the forecast will be snow.
- If the temperature is above freezing then rain is much more likely.
- You should seek shelter immediately if you are outside during a thunderstorm.



 If a tornado appears to stay in the same place and is growing larger this may mean that it is coming toward you.

^{*} Throughout Chapter 12, example sentences are recycled for better comprehension. For example, C and H are also at the top of this page and on subsequent pages.

- 5. If you have seen a tree move or waves on the water you have seen the effect of wind.
- If air that has been heated by the sun during the day cools enough at night the moisture in the air condenses and forms fog.
- 7. If the wind in a tropical storm reaches 74 miles per hour that storm becomes a hurricane.
- 8. In Medieval Europe, people used to ring church bells if they saw lightning or heard thunder.

12.2 Conditional 1: A Situation That Is (or Was) Always True

In the first type of conditional sentence, both the if-clause and the main clause describe situations that are or were always true. These situations are either in the present tense or in the past tense.

Note about verbs: To express situations that are always true, verbs in both the main clause and the if-clause are in the present tense. To describe a similar situation in the past, verbs in both clauses are in the past tense.

Conditional 1 in the Present Tense

- A. If the price of gas goes up, the cost of a bus ticket goes up, too.
- B. If the President does not like a bill, he vetoes it before it becomes a law.

Conditional 1 in the Past Tense

- K. If I was late for work, my boss got really angry at me.
- L. If people *wanted* to sail from Miami to Los Angeles before the Panama Canal was opened in 1914, they *sailed* all the way around the southern tip of South America.

Note that in this type of conditional sentence, the meaning of *if* is similar to *when* or *whenever*.

- M. When the price of gas goes up, the cost of a bus ticket goes up, too.
- N. Whenever I was late for work, my boss got really angry at me.

| Exercise 2 | Read each condition below. Fill in the blank with a logical result of the information in the |
|------------|--|
| | if-clause. Add commas where necessary. The first one has been done for you. |

| 1. If you drop an egg, it brea | aks. | |
|---------------------------------|-------------|--|
| 2. If you can't drive a car, yo | ou | |
| 3. If water drops below 32 d | legrees, it | |

| | 4. As a child, if I didn't like what my mother cooked for dinner, my mother |
|------------|---|
| | 5. If I received a bad grade in high school, I |
| | 6. If I need to mail a letter, I |
| | 7. In the past, if children misbehaved in public, their parents |
| | 8. Hundreds of years ago, if there was a solar eclipse, people |
| 12.3 | Conditional 2: A Real or Possible Condition for the Future |
| | In the second type of conditional sentence, the main clause describes a situation that will or may be true if the situation described in the if-clause actually happens. In other words, both situations only take place or could take place if the stated condition is true. |
| | Note about verbs: To express conditions that may lead to future results, the if-clause takes a simple present tense verb. In the main clause, the verb for the result is accompanied by common modals such as <i>will, can, may, might, should.</i> (See Chapter 9 for more about modals.) |
| | C. If I study tonight, I might get a good score on the final exam tomorrow. |
| | D. If Karkovia invades Bratlova, the army of Bratlova will fight back with nuclear weapons. |
| 9 | O. If it rains tomorrow, we might not drive to the beach. |
| 0 | Do not use will in the if-clause. |
| | Incorrect: If it will rain tomorrow, we might not drive to the beach. |
| Exercise 3 | For each of the scenarios below, write two sentences that address the conditions presented. The first one has been done for you. |
| | 1. You are not doing well in school. What can you do to improve your grades? |
| | 1a. If I study more frequently, my grades will improve. |
| | 1b. If I spend more time on my homework, my grades will improve. |
| | 2. You are not sure what to cook for your dinner guests. What can you serve them? |
| | 2a |
| | 2b |
| | |

| | 3. Your family has a picnic planned for tomorrow. What will you do if the weather is not |
|------------|---|
| | good? |
| | 3a |
| | 3b |
| | 4. You are worried about your exam tomorrow. What will you do if you do not do well on |
| | the exam? |
| | 4a |
| | 4b |
| Exercise 4 | Write six sentences based on a given scenario to complete a story that shows a chain of events. Each event has an effect on the next event. Use the verb in the main clause of one sentence as the verb in the if-clause in the next sentence. Circle the verbs in both clauses. The first one has been done for you. |
| | SCENARIO: I have a choice between going to the library on Saturday and playing football with my friends. I am thinking about playing football. |
| | 1. If I (play) football on Saturday, I (will see) my good friends Jacob and Henry. |
| | 2. If I (see) my friends Jacob and Henry, I (will show) them my new car. |
| | 3 |
| | 4 |
| | 5 |
| | 6 |
| | |
| 12.4 | Conditional 3: Unreal or Imaginary |
| | Conditional |
| | In the third type of conditional sentence, the if-clause describes a condition that is not true and the main clause describes a result that is not true. In other words, the information in both the if-clause and the main clause is unreal or imaginary. |
| | Note about verbs: With unreal conditions, the if-clause takes a form that looks like a simple past tense verb. In the main clause, the verb for the unreal result is accompanied by the modals <i>would</i> or <i>could</i> . |
| | E. If Bolivia possessed a seacoast, the country's economy would be very different. (Bolivia does not possess a seacoast, so the economy is not different.) |



F. If cars were able to run on water, the world would have a better environment. (Cars cannot run on water, so the world does not have a good environment.)

The verb *be* in the if-clause for unreal conditions is always expressed as *were*. In informal English, which is never good formal writing, you may hear *was* used instead of *were*.

Formal: If more money were given to education, we would have better schools.

Informal: If more money was given to education, we would have better schools.

Exercise 5 Write six sentences based on a given scenario to complete a story that shows a chain of events. Each event has an effect on the next event. Use the verb in the main clause of one sentence as the verb in the if-clause in the next sentence. Circle the verbs in both clauses. The first one has been started for you.

SCENARIO: Imagine that you have just won the lottery. The grand prize is \$1,000,000.

| 1. | If I (won) one million dollars in the lottery, I (would) buy a new car. |
|----|---|
| 2. | if I (bought) |
| 3. | |
| 4. | |
| 5. | |
| 6. | |

12.5 Conditional 4: Past Conditional With Hypothetical Results

In the fourth type of conditional sentence, both the if-clause and the main clause describe a past condition and a past result, but neither of them actually happened. In other words, both the condition and the result are hypothetical.

Note about verbs: The verb in the if-clause is past perfect tense (had + PAST PARTICIPLE). In the main clause, the verb for the hypothetical result consists of the modal (usually would) + have + PAST PARTICIPLE.



- G. If the paparazzi *had not chased* Princess Diana, she *would not have died* in 1997. (The paparazzi chased Princess Diana, and she died.)
- H. If AIDS had been cured early, millions of people would have survived. (AIDS was not cured early, and millions of people did not survive.)

If the verb in the if-clause is *have*, then the correct form for the past perfect is *had had*.

P. If we had had more time, we would have stayed in Greece an extra week.

If-clause without *if:* You can write a past conditional if-clause without *if* by moving *had* before the subject. This structure is characteristic of advanced writing, and you should try to include it in your writing when possible.

- G. Had the paparazzi not chased Princess Diana, she would not have died in 1997.
- H. Had AIDS been cured early, millions of people would have survived.

| Exercise 6 | For each of the scenarios listed below, answer the question by writing two sentences that |
|------------|---|
| | address the conditions presented. The first one has been done for you |

| 1. You did not pass yesterday's exam. What could you have done to avoid this situation? |
|---|
| 1a. If I had studied more, I would have passed yesterday's exam. |
| 1b. If I had paid attention more in class, I would have passed yesterday's exam. |
| 2. You didn't get the job you wanted. What could you have done differently? |
| 2a |
| 2b |
| 3. You had to cancel your trip to Mexico because of a problem. You lost all of your money |
| on the flights and hotels. What could you have done to avoid this situation? |
| 3a |
| 3b |
| 4. Write your sentences for 1a, 2a, and 3a again, but this time omit the word if and move |
| had before the subject. |
| 4.1a |
| 4.2a |
| 4.3a |

| Exercise 7 | | ences. In the blanks, write the co 2 to 12.5 if you need help. The fir | rrect form of the verbs in parentheses. rst one has been done for you. |
|------------|----------------------|---|---|
| | 1. (study, do) | | |
| | 1a. If I study | for tomorrow's test, surely | I_will_dowell. |
| | 1b. If I | more every day, I | better on my class quizzes, |
| | but I just do no | t have enough time. | |
| | 1c. If I | last week, | Ι |
| | better on yesterd | lay's test. | |
| | 2. (know, translate) | | |
| | 2a. If I | that Italian word on the w | all, I |
| | it for you when | you asked me yesterday. | |
| | 2b. I don't know It | alian. If I Italia | n, I |
| | this letter for ye | ou now. | |
| | 2c. I will go with y | ou to your interview at the Italia | n Embassy tomorrow. If I |
| | | what the interviewer is asking | in Italian, I |
| | it for y | you. | |
| | 3. (have, take) | | |
| | 3a. If I | a car, I | you to the mall right now. |
| | 3b. If I | my car back from the shop | by tomorrow, of course |
| | Ι | you to the | mall. |
| | 3c. I couldn't take | you to the mall yesterday becaus | e my car was still at the shop. |
| | If I | my car ba | ack, I certainly |
| | you | to the mall. | |
| | 4. (see, tell) | | |
| | 4a. OK. If I | Jim in the next few m | inutes, I |
| | him t | hat you are looking for him. | |
| | 4b. I didn't see Jim | . If I | him, of course I |
| | | him that you | were looking for him. |
| | | | |

Exercise 8 Read the paragraph. In the blanks, write the correct form of the verbs in parentheses.

Off to Alaska



(continued)

| if I (be) sick, yo | 9 |
|---|---|
| in the room with me? If that (be) | true, I (insist) |
| | 10 |
| that you get or | ut and see the sights even without me!" M |
| | we ever (have) |
| nusband and I loved out trip together. It | 12 |
| the opportunity to go back to Alaska, we | (be) sure to go. |
| | 13 |
| Alaska is a wonderful vacation destinatio | n. |
| pose a topic that you are interested in an osite for sentences that contain the word | if. Copy four sentences here for your topi |
| oose a topic that you are interested in an bsite for sentences that contain the word ite your topic on the first line. Circle the r tain tenses for these verbs. This search is | |
| poose a topic that you are interested in an ebsite for sentences that contain the word ite your topic on the first line. Circle the re tain tenses for these verbs. This search is glish. | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| oose a topic that you are interested in an bsite for sentences that contain the word ite your topic on the first line. Circle the ration tenses for these verbs. This search is glish. | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| pose a topic that you are interested in an osite for sentences that contain the word te your topic on the first line. Circle the ratain tenses for these verbs. This search is alish. | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| pose a topic that you are interested in an osite for sentences that contain the word te your topic on the first line. Circle the ratain tenses for these verbs. This search is alish. | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| pose a topic that you are interested in an osite for sentences that contain the word te your topic on the first line. Circle the ratain tenses for these verbs. This search is glish. In topic: | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| pose a topic that you are interested in an osite for sentences that contain the word te your topic on the first line. Circle the ratain tenses for these verbs. This search is glish. In topic: | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| poose a topic that you are interested in an obsite for sentences that contain the word ite your topic on the first line. Circle the retain tenses for these verbs. This search is glish. In topic: | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| poose a topic that you are interested in an obsite for sentences that contain the word ite your topic on the first line. Circle the retain tenses for these verbs. This search is glish. The topic: | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |
| ite your topic on the first line. Circle the r | if. Copy four sentences here for your topi main verbs and analyze why the writer has an excellent way of improving your acade |

Exercise 9

CHAPTER QUIZ

Exercise 10 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | If y | ou | one of your classn | nates copying or | ı a test, what would you do | ? |
|----|---|------------------------|---------------------|------------------|-----------------------------|----------|
| | A. | see | | В. | saw | |
| 2. | On the first day of class, a professor says, "If a student is caught copying on a test, I always that paper a zero." | | | | | |
| | | give | 1 1 | В. | would give | |
| 3. | If a student copies material from a source but does not cite it, this called plagiarism. | | | | | |
| | A. | is | | В. | was | |
| 4. | If a student a paper at my school, the student may be expelled. | | | | | |
| | A. | plagiarizes | | В. | will plagiarize | |
| 5. | If y | ou were ca | ight copying on a t | est, what | to the professor? | |
| | A. | would you | ı say | В. | would you have said | |
| 6. | | student open to him | | not know that co | opying was so serious, what | t should |
| | A. | says | | В. | would say | |
| 7. | If you the professor in the situation presented in question number 6, what would you do? | | | | | |
| | A. | are | | B. | were | |
| 8. | | | our teacher accused | | g on a quiz in elementary s | school. |
| | | called | your pare | B. | had called | |

ORIGINAL WRITING

| Exercise 11 | Write a paragraph about an event that did not have a good ending. Explain how things would have been different if certain conditions had existed or if other events had happened. Use at least three if-clauses in your paragraph. Omit the if from one clause. | | | | |
|-------------|---|--|--|--|--|
| | Exchange paragraphs with a partner and check each other's work for correct verb tense. | | | | |
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Word Order and Word Combinations

In this chapter, you will review <u>word order</u> in English sentences and common <u>word</u> combinations found in English. Preposition combinations will also be treated extensively.



CHECK YOUR GRAMMAR

Three of the five underlined phrases contain an error related to word order or word combinations. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Bill Gates

In 1974, Bill Gates decided to drop out of Harvard and with high school friend Paul Allen wrote operating software for the newly emerging computers personal.

They formed Microsoft and created MS-DOS. Later twelve years, Microsoft dominated the personal market computer, and Gates became the nation's richest billionaire.

From: Berkin et al., History of the United States, p. 968.

13.1 Review of Basic Word Order

The basic word order of an English sentence is SUBJECT + VERB + OBJECT. Of course not all sentences contain objects, and some of the rules vary depending on the type of verb that is used in the sentence. In the following section, you will review word order of sentences using the verb *be*.

13.1.1 Word Order With the Verb be

The verb *be* is the most commonly used verb in the English language. Sentences have several basic patterns using the verb *be*. Review the following structures.

Subject + BE + Complement (Noun)

Mr. Davison was the college president for over fifteen years.

SUBJECT BE COMPLEMENT

The dogs were thirsty after spending the day at the dog park.

SUBJECT BE ADJECTIVE

Subject + BE + Prepositional Phrase

The check is in the mail.

SUBJECT BE PREPOSITIONAL PHRASE

Subject + BE + Present Participle (verb + -ing)

All of my classmates are studying for the final exam right now.

SUBJECT BE + PRESENT PARTICIPLE

Subject + BE + Past Participle (Passive Voice) (verb + -ed/-en [irregular])

The final exam for ENG 107 was given on Monday, August 21.

SUBJECT BE + PAST PARTICIPLE

Exercise 1 Read the following paragraph. Fill in the blanks with an appropriate adjective, complement, prepositional phrase, or present participle. The first one has been done for you.

| (be + adjective) with many museums and parks to visit. For example, the Sistine Chapel, which was built in the 1470s, | Attractions of Rome | | | |
|--|---|--|--|--|
| (be + adjective) with many museums and parks to visit. For example, the Sistine Chapel, which was built in the 1470s, | Rome, Italy, is a popular tourist destination (be + complement). It is in the Lazio | | | |
| (be + adjective) with many museums and parks to visit. For example, the Sistine Chapel, which was built in the 1470s, | 1 | | | |
| (be + adjective) with many museums and parks to visit. For example, the Sistine Chapel, which was built in the 1470s, (be + adjective) because of the beautiful images and colors that Michelangelo painted. Another interesting place to visit is, of course, the 2,000-year- old Coliseum. The Coliseum 4 be + prepositional phrase), so tourists can easily walk from there to other nearby ruins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | region on the western coast of Italy. Rome | | | |
| the Sistine Chapel, which was built in the 1470s, | _ | | | |
| (be + adjective) because of the beautiful images and colors that Michelangelo painted. Another interesting place to visit is, of course, the 2,000-year- old Coliseum. The Coliseum 4 be + prepositional phrase), so tourists can easily walk from there to other nearby ruins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | (be + adjective) with many museums and parks to visit. For example, | | | |
| (be + adjective) because of the beautiful images and colors that Michelangelo painted. Another interesting place to visit is, of course, the 2,000-year- old Coliseum. The Coliseum 4 be + prepositional phrase), so tourists can easily walk from there to other nearby ruins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | the Sistine Chapel, which was built in the 1470s, | | | |
| Michelangelo painted. Another interesting place to visit is, of course, the 2,000-year-old Coliseum. The Coliseum | 3 | | | |
| be + prepositional phrase), so tourists can easily walk from there to other nearby ruins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | (be + adjective) because of the beautiful images and colors that | | | |
| be + prepositional phrase), so tourists can easily walk from there to other nearby ruins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | Michelangelo painted. Another interesting place to visit is, of course, the 2,000-year- | | | |
| be + prepositional phrase), so tourists can easily walk from there to other nearby ruins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | old Coliseum. The Coliseum | | | |
| tuins like the Circus Maximus. Thousands of people visit this ancient part of the city every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where 5 ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | 4 | | | |
| tity every day. Not too far from this area is the Trevi Fountain. This fountain (be + complement) where sourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | (be + prepositional phrase), so tourists can easily walk from there to other nearby | | | |
| (be + complement) where ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | ruins like the Circus Maximus. Thousands of people visit this ancient part of the | | | |
| 5 courists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | city every day. Not too far from this area is the Trevi Fountain. This fountain | | | |
| 5 courists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | (be + complement) where | | | |
| ourists throw small coins for good luck. All in all, the attractions in Rome (be + adjective), historic, and | | | | |
| 6 | tourists throw small coins for good luck. All in all, the attractions in Rome | | | |
| | (be + adjective), historic, and | | | |
| nemorable. | 6 | | | |
| | memorable. | | | |

13.2 Word Order of Adverbials

You learned that English sentences generally follow the SUBJECT + VERB + OBJECT pattern. It is common, however, to vary word order so that your writing does not sound too mechanical. One method of doing so is the placement of adverbials. Adverbials can be simple adverbs, adverb clauses or phrases (see Chapter 15), or prepositional phrases (see Chapter 7). Like adverbs themselves, adverbials describe *how*. Study the following groups of sentences, paying close attention to the word order. Notice how the position of the adverbial can change.

adverb: His view of the world changed immediately.

Immediately, his view of the world changed.

His view of the world **immediately** changed.

adverb The experiment succeeded because the data were

clause: collected by hand.

Because the data were collected by hand, the experiment succeeded.

prepositional The child's cat sat on the roof and meowed loudly.

On the roof, the child's cat sat

and meowed loudly.

Meowing loudly, the child's cat

sat on the roof.



13.2.1 Negative Adverbs of Frequency

The normal position for adverbs of frequency is before the main verb but after *be*, modals, and auxiliary verbs.

During the fall semester, I usually go home for the weekend.

Correct: In this area, the noon temperature **never** drops below 100 degrees in July.

In this area, the noon temperature drops never below 100 degrees in July.

When using a negative adverb of frequency (*never, rarely, seldom, barely, hardly ever*), your writing will sound more advanced if you occasionally put the negative adverb in front of the subject. However, this placement means that you must rewrite the verb using "question" order, the same order as if it were a question.

Businesses with low capital rarely survive past their first year.

SUBJECT + NEGATIVE ADVERB + PRESENT TENSE VERB

Change to: Rarely do businesses with low capital survive past their first year.

NEGATIVE ADVERB + DO + SUBJECT + VERB

A composition class should never have more than twenty students.

SUBJECT + MODAL + NEGATIVE ADVERB

Change to: Never should a composition class have more than twenty students.

NEGATIVE ADVERB + MODAL + SUBJECT + VERB

| 13.2.2 Prepositions o | f Location |
|-----------------------|------------|
|-----------------------|------------|

Depending on the intransitive verb used, you can sometimes invert the subject and verb after a prepositional phrase of location.

A brightly painted picture hangs on the wall.

SUBJECT + VERB + PREPOSITIONAL PHRASE

Change to: On the wall hangs a brightly painted picture.

PREPOSITIONAL PHRASE + VERB + SUBJECT



Editing Exercise 2

As you rewrite each sentence, vary the beginning to add interest or emphasis. Begin your new sentence with the underlined word. Make any other changes as necessary. The first one has been done for you.

1. Carla and Bob moved to the city to be closer to cultural attractions <u>despite</u> the poor housing market and high crime rate in the area.

Despite the poor housing market and high crime rate in the area, Carla and Bob moved to the city to be closer to cultural attractions.

2. They walked around their new neighborhood casually yet purposefully.

- 3. Residents have formed a neighborhood watch group $\underline{\text{in}}$ an all-out effort to discourage crime.
- 4. Carla and Bob sat and drank lemonade under a slowly spinning fan on their porch.
- 5. With so much time spent organizing their new home, they <u>rarely</u> have the time to do this.

| Exercise 3 | Read the following paragraph. Circle the five errors and write the corrections on the lines. |
|------------|--|
| | The first one has been done for you. |

| 1. | did I imagine | 3 | 5. | |
|----|---------------|---|----|--|
|----|---------------|---|----|--|

2. ______ 4. _____

A New Job

Never in my life I imagined that I would get a job at a TV studio. I'd always wanted to be a doctor, and now I'm a television producer. I work in a local studio, and it is a building extremely modern. My office behind the main lobby, so I can be the first one to see who is visiting the station. My schedule is general flexible, so I'm able to take care of outside business fairly easily. While I didn't study to become a producer, I find it a very rewarding job. I've worked on news shows, variety programs, and even telethons! Rarely I get bored with my job duties.

13.3 Word Combinations With Prepositions

You reviewed the use of prepositions in Chapter 7. In this section, you will be given a more comprehensive list of word combinations with prepositions.

13.3.1 *Noun* + *Preposition Combinations*

| Nouns + about | Noun + between | Nouns + on | Nouns + to* |
|---------------|----------------|------------|-------------|
| confusion | difference | advice | alternative |
| question | | tax | connection |
| | | | damage |
| | | | invitation |
| | | | reaction |
| | | | reply |
| | | | solution |
| | | | (continued) |

^{*}Although some of these nouns can be followed by infinitives, this combination involves a different structure. Here we are referring to the need for the preposition *to* between the noun and any following noun. Compare:

The scientists found a solution to stop the problem. (NOUN + infinitive)
The scientists found a solution to the problem. (NOUN + PREP + NOUN)

| Nouns + of | Nouns + for | Nouns + in | Nouns + with |
|---------------|-------------|------------|--------------|
| advantage | answer | background | agreement |
| benefit | application | change | connection |
| | check | decrease | contact |
| cause | | | |
| cost | concern | experience | contract |
| decrease | demand | fall | experience |
| diagram | excuse | increase | the matter |
| example | fondness | interest | negotiations |
| experience | interview | rise | trouble |
| fall | need | | |
| group | order | | |
| illustration | payment | | |
| increase | question | | |
| lack | reason | | |
| map | request | | |
| opinion | something | | |
| payment | | | |
| photograph | | | |
| picture | | | |
| price | | | |
| rise | | | |
| understanding | | | |

Exercise 4 Fill in the correct preposition according to the noun. Then complete the sentence with the wording of your choice. The first one has been done for you.

| 1. I've always had an understanding of technical machinery. | |
|---|---|
| 2. I have a question | |
| 3. Lately, I've developed a special interest | |
| 4. To be a better student, I need to take advantage | |
| 5. There is no excuse | |
| 6. I have little experience | |
| 7. I may need advice | |
| 9 Milest was your reaction | 7 |

13.3.2 Verb + Preposition Combinations

As with preposition + noun combinations, prepositions that are combined with verbs must be learned as a unit. Below are some of the most common combinations, grouped by preposition.

| Verbs + about | Verbs + at | Verbs + for | Verbs + of | Verbs + off |
|---------------|---------------|----------------|---------------|-------------|
| ask | guess | apologize | complain | break |
| complain | laugh | ask | die (also die | call |
| dream | look | buy | from) | cut |
| forget | smile | do | dream | fall |
| talk | stare | look | get rid | jump |
| think | yell | make | think | keep |
| worry | | pay | | live |
| | | study | | take |
| | | thank | | turn |
| Verbs + on | Verbs + to* | Verbs + toward | Verbs + with | Verbs + in |
| count | agree | head | agree | excel |
| disagree | apologize | turn | argue | succeed |
| have | be used | walk | break up | |
| keep | belong | work | compete | |
| pick | complain | | cooperate | |
| put | contribute | | disagree | |
| rely | explain | | fill | |
| take | introduce | | get along | |
| wait | listen | | help | |
| work | object | | finish | |
| | pay attention | | work | |
| | relate | | | |
| | reply | | | |
| | say | | | |
| | speak | | | |
| | talk | | | |
| | | | | |

^{*}Although some of these verbs can be followed by infinitives, this combination involves a different structure. Here we are referring to the need for the preposition *to* between the verb and any following noun. Compare:

The scientists **listened** carefully **to understand** our report. (VERB + infinitive)
The scientists **listened** carefully **to** our **report**. (VERB + PREP + NOUN)

Read the following paragraphs with underlined VERB + PREPOSITION combinations. Find and correct the five mistakes in the combinations.

The Perfect Employee

One of the most sought-after qualities in an employee is the ability to get along with others. In today's world, and especially in the world of business, employees are seen as team members. They are expected to relate with all other members of the team and to work toward a common goal, company success.

Similarly, employees are also expected to think about and contribute toward achieving the company's mission. Although at times employees may not agree about a specific company policy, they are expected to support and follow it. At times they may even have to temporarily forget about their personal goals and desires in order to accomplish the goals of the company.

Employees who cannot or will not cooperate with others on the team often find they no longer belong at the "inner circle" and begin to worry for keeping their jobs. In many cases, they leave the company in search of another that better suits their work style and personality.

Exercise 6 Read the verbs in the list below. Fill in the blanks with an appropriate preposition. Then choose five of the VERB + PREPOSITION combinations and write an original sentence for each one. The sentences should be related to your academic studies.

| guess | listen | study | work | |
|-----------|------------|-------|---------------|---|
| apologize | dream | rely | pay attention | _ |
| disagree | _ complain | think | talk | |
| 1 | | | | |
| | | | | |
| 2 | | | | |
| | <u> </u> | | | |
| 3 | | | | |
| | | | | |

13.3.3 Adjective + Preposition Combinations

Certain adjectives can be combined with prepositions. These, too, function as one unit and must be learned together. Listed below are some of the most common combinations.

| Adjectives + about, at, for, with angry about / at / with bored by / with embarrassed by concerned about/ with excited about happy about / with sorry about / for think about unhappy about / with worried about | Adjectives + for accountable bad good ready necessary | Adjectives + from different divorced isolated |
|--|--|--|
|--|--|--|

| Adjectives + in, | Adjectives + of | Adjectives + to* | Adjectives + with |
|------------------------|-----------------|------------------|-------------------|
| with | afraid | boring | familiar |
| disappointed in / with | fond | committed | impressed |
| interested in | guilty | confusing | pleased |
| | in favor | important | satisfied |
| | proud | married | |
| | sure | opposed | |
| | tired | pleasing | |
| | unsure | related | |
| | | similar | |
| | | unimportant | |

(For a review of adjective + prepositions used with gerunds, see Chapter 10, Section 10.2.1).

^{*}Although some of these adjectives can be followed by infinitives, this combination involves a different structure. Here we are referring to the need for the preposition *to* between the adjective and any following noun. Compare:

The scientists were **pleased** to receive the final report. (ADJ + INFINITIVE)
The scientists were **pleased** with the final report. (ADJ + PREP + NOUN)

Adolescence

Young people are often unsure with themselves in social situations. During adolescence, teens are especially concerned in what others think of them. It's important to them that their peers like them. Surprisingly, some teens often act as if they don't care what others think on them. Although this conflict is normal, many adolescents are often frustrated at these feelings they experience.

As they mature, adolescents are ready for more responsibility, and yet oftentimes they are angry for their parents for making them accountable of their actions. Some teens are afraid of their growing independence while others are proud for it.

Editing Exercise 8

In each sentence one of the four underlined words or phrases is not correct. Circle the letter of the error and write a correction above the error.

| . I know you want to cor | A | | В |
|-----------------------------------|-----------------------------|-------------------------|-----------------------------|
| right now. I have plans | of my own that nee | d attention. | |
| C | | D | |
| . Perhaps <u>next week</u> , if y | ou <u>agree about</u> me, v | we can go to a 1 | restaurant that's |
| Α | В | | С |
| different from our regu | lar café. | | |
| D | | | |
| . There has been a lot of | confusion of our we | ekend schedule | e; why don't we make |
| | A | | В |
| some time to coordinat | e our plans and read | ch some kind <u>o</u> t | f agreement? |
| C | | | D |
| . Seldom we have these t | ypes of arguments, | but if we're con | cerned about our friendship |
| Α | | | В |
| we need to talk about it | more and try to co | operate with ea | ch other. |
| C | | D | |
| . Right now I have to wo | rk on my studies. M | y exam is two | days, so I really need to |
| | A | В | |

C

get back to the library. Let's talk in a few days.

CHAPTER QUIZ

Exercise 9 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | For | weeks prior to graduation, the students at | my | school were so excited |
|----|------|---|-------|---------------------------------------|
| | grad | duation that they could not contribute an | ythii | ng of substance class |
| | disc | cussions unless the discussion involved gra | idua | tion. |
| | A. | for to | C. | about to |
| | В. | for with | D. | about with |
| 2. | Bec | ause attending graduation was so importa | nt _ | me, I did not object |
| | hov | w much renting the gown and getting the | invit | tations actually cost. |
| | A. | to to | C. | by to |
| | B. | to about | D. | by about |
| 3. | Му | mother wanted everyone in my family, in | ıclud | ling distant cousins that I had not |
| | see | n in years, to attend my graduation, but I | disag | greed her opinion. In the |
| | end | l, however, I gave in because I did not war | it to | be the cause any family |
| | pro | blems. | | |
| | A. | about of | C. | with of |
| | B. | about for | D. | with for |
| 4. | The | e graduation event was amazing. The audi | toriu | m was packed. Never so |
| | ma | ny people at one event! | | |
| | A. | I saw | C. | I had seen |
| | B. | did I see | D. | had I seen |
| 5. | The | e speaker chosen for our graduation cerem | ony | clearly had a passionate interest |
| | _ | education, which was at least partia | lly d | ue to the fact that she is married |
| | _ | a former high school teacher. | | |
| | A. | for to | C. | for with |
| | B. | in to | D. | in with |
| 6. | I ha | ad to laugh my little brothers. Th | iey w | vere so frustrated the length |
| | of § | graduation that they were falling asleep du | ıring | the ceremony. At least they sat still |
| | for | once. | | |
| | A. | for at | C. | for by |
| | B. | at at | D. | at by |
| | | | | |

| 7. | Now that graduation is behind me, I cannot | wait | for my first interview a real | |
|----|--|-------|-------------------------------|--|
| | job. I am certainly tired working as | a gra | duate assistant. | |
| | A. for for | C. | for of | |
| | B. in for | D. | in in | |
| 8. | I hope to excel my new job so that i | my p | parents will continue to be | |
| | of me. | | | |
| | A. in happy | C. | in proud | |
| | B. with happy | D. | with proud | |

ORIGINAL WRITING



Adjective Clauses and Reductions

This chapter reviews everything you need to know about adjective clauses and reductions.



CHECK YOUR GRAMMAR

One of the three underlined phrases contains an error related to adjective clauses and reductions. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Thomas Edison

What are some of the important inventions for which Edison was responsible? Born in 1847, Thomas A. Edison secured the first of his thousand-plus patents in 1869. In 1876, Edison, who was not even thirty years old, set up the first modern research laboratory, where could work he and his staff. In 1887, he opened a new facility that quickly became the world leader in research and development, especially for electricity.

Adapted from: Berkin et. al., Making America, p. 533.

14.1 Adjective Clauses and Relative Pronouns

An adjective clause is a group of words with a subject and a verb that modifies or describes a noun or a pronoun. An adjective clause functions just like an adjective.

The firefighters tried to save the **old** house. (The adjective describes *house*.)

The firefighters tried to save the old house **that was burning**. (The adjective clause describes *house*.)

You will recognize adjective clauses by the following relative pronouns: who, which, that, whom, whose.

| Relative pronoun | Original sentence | Sentence with adjective clause |
|------------------|---|---|
| who | The boy is my friend. | The boy who lives down the street |
| | He lives down the street. | is my friend. |
| which | Two news articles were written by my science professor. | Two news articles which appeared in the latest edition of <i>Nova</i> were written by my science professor. |
| | They appeared in the latest edition of <i>Nova</i> . | |
| that | The Japanese food is sashimi. | The Japanese food that Keith likes best is sashimi. |
| | Keith likes it best. | |
| whom | The people are very interesting. | The people whom Beverly works for are very interesting. |
| | Beverly works for them. | |
| whose | The TV newscaster is on channel 7. | The TV newscaster whose opinions I trust most is on channel 7. |
| | I trust her opinions most. | |



Who and whom are used only for people. Which is used only for things. That is used for both people and things (less formal than who(m) and which). Whose is the possessive and is used for both people and things. Note that what is not used as a relative pronoun.

Exercise 1 Read the paragraph and underline the six adjective clauses. The first one has been done for you.

SUVs

One of the most common types of cars is the SUV (Sport Utility Vehicle). SUVs are machines that were originally used in the military or in rugged terrain. These cars, which normally have four-wheel drive, are better able to maneuver in rough road conditions. Jeeps, which have been popular around the world for many years, originated with the U.S. military. Similarly, Land Rovers are vehicles that the British military has utilized extensively. SUVs are vehicles that have many advantages, but the amount of gas that they use is extremely high.

| editing | | | | | |
|------------|--|--|--|--|--|
| Exercise 2 | Read the following sentences. If the sentence is correct, put a C in the blank. If it is incorrect, put an X in the blank and make the correction. | | | | |
| | 1. I wish I had pictures of all the places that I have visited. | | | | |
| | 2. Perhaps the best memories of my trips are of the people which I have met. | | | | |
| | 3. Of all the wonderful places I have been, the one that I remember the most is Cape Breton, Canada. | | | | |
| | 4. Even though they will probably never have the chance to visit me, I keep in contact with many foreign friends which I have made over the years. | | | | |
| | 5. Nowadays, however, it is the Internet who helps me maintain my contacts. | | | | |

Exercise 3 Read the paragraph and add appropriate adjective clauses where indicated.

change as much as mine does.

Interview Tips A successful job interview is one that results in a job offer. Interviewers who are skilled in interviewing techniques are good listeners who get the information they need to make a wise hiring decision. Most job interviews follow a question-and-answer format that may or may not be predictable. To increase your chances of getting the job 1 you will need to prepare for the interview. You should anticipate questions 2 and formulate your answers ahead of time. You also need to form your own list of questions to ask the interviewer. By asking questions, you show interest in the job that you have applied for. On the day of the interview, dress appropriately for the position 3 Be on time. Introduce yourself and shake hands with the interviewer. During the interview, listen carefully to the questions that you are being asked. Remember that you are speaking to the person

____ 6. Without this tool, I would be unable to keep up with my friends, whose lives

(continued)

| the job that you want. Close the interview with a statement that emphasizes your |
|---|
| interest in the job and thank the interviewer for his/her time. Later, send a thank-you |
| letter to the interviewer |
| 5 |
| 3 |

14.2 Non-restrictive and Restrictive **Adjective Clauses**

Adjective clauses come in two types: non-restrictive and restrictive. Non-restrictive clauses are separated from the rest of the sentence by a comma. Restrictive clauses are not.

14.2.1 **Non-restrictive Adjective Clauses**

When the information in the adjective clause is not essential to the meaning of the sentence, set it off with a comma or commas.

My only sister, who lives in California, is a doctor.

(The adjective clause gives extra information. You can take out the information between the commas and not change the meaning of the sentence.)

The Eiffel Tower has an elevator, which I rode to the top.

Non-restrictive clauses always use a comma. Do not use that with non-restrictive adjective clauses.

Incorrect: My only sister, that lives in California, is a doctor.

The Eiffel Tower has an elevator, that I rode to the top.

14.2.2 **Restrictive Adjective Clauses**

When the information in the adjective clause is essential to the meaning of the sentence, do not set it off with a comma or commas. If you take a restrictive clause out of the sentence, either the sentence will not make sense or the meaning will not be correct.

My sister who lives in California is a doctor.

(If you have more than one sister, then the adjective clause gives essential information. If you take out the information, it is not clear which sister you mean.)

The car that has a broken headlight belongs to Mrs. Williams.

(The adjective clause specifies a particular car. Without this descriptive information, you would not know which car belongs to Mrs. Williams.)

| Exercise 4 | Use the extra information in the second sentence to create a non-restrictive adjective clause that you add to the first sentence. To begin the clause, use the relative pronoun in parentheses. Be sure to use commas to set off the clause. The first one has been done for you. | | | | |
|---------------------|---|--|--|--|--|
| | Tashkent is experiencing economic growth these | | | | |
| | days. Tashkent is the capital of Uzbekistan. (which) | | | | |
| | Tashkent, which is the capital of Uzbekistan, | | | | |
| | is experiencing economic growth these days. | | | | |
| | 2. My boss is planning to transfer to Uzbekistan. | | | | |
| | My boss has been working for the company for ten years. (who) | | | | |
| | | | | | |
| | 3. His consulting firm is opening a new Central Asian office. | | | | |
| | The firm is one of the most successful in the country. (which) | | | | |
| | | | | | |
| | 4. The consulting firm's financial advisers were happy with the expansion. | | | | |
| | The advisers routinely analyze economic trends abroad. (who) | | | | |
| | | | | | |
| | 5. My boss will leave for Uzbekistan at the end of the year. | | | | |
| | His family will be accompanying him. (whose) | | | | |
| | | | | | |
| Editing Exercise 5 | Read the following sentences and underline the adjective clause. If the sentence is | | | | |
| | punctuated correctly, put a C in the blank. If it is not punctuated correctly, put an X in the blank and make the correction. The first two have been done for you. | | | | |
| | 1. My parents, who are now retired, live in a suburb of London. | | | | |
| | 2. Their son, who is a student at London's School of Economics, lives with them. | | | | |
| | This university which is one of the most prestigious in all of Europe caters to some of the brightest young minds of today. | | | | |
| | | | | | |

| The students who study there can be assured that they will get a quality education. |
|--|
| High-paying jobs will certainly be available for the students who graduate from the London School of Economics. |
| A recent graduate who has landed a job at the United Bank of Europe has already begun making a name for herself. |

14.3 Subject and Object Relative Pronouns

Relative pronouns can function as subjects or objects in adjective clauses.

Subject pronouns: who which that whose

Object pronouns: whom which that whose

14.3.1 Subject Relative Pronouns: who, which, that, whose

Many people **who work in customer service** experience stress. (*Who* describes *people* in the main clause and is the subject of the adjective clause.)

The tennis match, which had been scheduled for noon, was canceled. (Which describes tennis match in the main clause and is the subject of the adjective clause.)

14.3.2 Object Relative Pronouns: whom, which, that, whose

Many people **whom I know** work in customer service. (*Whom* describes *people* in the main clause and is the object of the verb *know* in the adjective clause: *I know whom.*)

Because *whom* is considered formal language, you will see it more often in written English than you will hear it in spoken English.

The book **that I read** was very interesting. (*That* describes *book* in the main clause and is the object of the verb *read* in the adjective clause: *I read that*.)

who and whom: To know when to use who or whom, read the adjective clause. After whom, you should always have a subject:

The people whom my brother and I saw are friends of his.

SUBJECT VERB

After who, you should always have a verb:

The presidential candidate **who** *won* the party's nomination doesn't have much experience.

Exercise 6 Read the paragraph and insert the correct relative pronouns in the blanks. Sometimes more than one answer is possible. The first one has been done for you.

International Travel



International travel has changed dramatically in the past fifty years. In the who/that wanted to travel to exotic destinations mid-twentieth century, people ___ often went by ship. Such famous vessels as the Queen Mary were commonly used ____ ventured abroad. However, since the invention by travelers _ and modernization of the jet plane, ____ ____ has continued to grow in popularity, transatlantic ocean liners have become less popular. One reason is the speed of the journey. Ocean liners, __ ___ often take more than one week to get from the United States to Europe, are not practical for businesspeople. For a company sends to Europe for a convention cannot spare such a long time traveling. This person's objective, __ is standard procedure for most businesses, is to go to the convention, do business, and then come home. Some people, however, are tired of the "faster is better"

(continued)

mentality _____ modern airlines are advertising. They are now looking

for alternative, more exotic modes of travel. For these people, _____ are

anticipating the "journey" as much as visiting the destination, high-priced ocean

liner trips are just the ticket!

14.3.3 Omitting the Object Relative Pronoun

When the relative pronoun is the object of the adjective clause, native English speakers often omit the relative pronoun. (See also Section 14.7 about adjective clause reductions.)

The women whom I regularly see on Sundays are my mother's friends.

The women I regularly see on Sundays are my mother's friends.

The job advertisement that the company provided to the newspaper appeared last week.

The job advertisement the company provided to the newspaper appeared last week. It is incorrect to omit the relative pronoun when it is the subject of the adjective clause.

Incorrect: The girl is sitting in the park looks nervous.

Correct: The girl who is sitting in the park looks nervous.

SUBJECT

Editing

Exercise 7

Read the diary entry and circle the six relative pronouns. If a relative pronoun can be eliminated, draw a line through it. The first one has been done for you.

Dear Diary,

Today was a very exciting day for me. It was my first day in high school, and I was extremely excited. I signed up for the Spanish class which I had wanted for a long time. Surprise! I got into the class! The teacher, who is from Malaga, Spain, is very nice. I also got into a chemistry class. The lab, which is filled with all sorts of scientific equipment, is a bit scary, but I think it will be interesting. Lunchtime was great because I got to see all the friends that I hadn't seen all summer long. Overall, I think this will be a wonderful year. There are so many interesting extracurricular activities that I want to participate in, as well. Overall, I think this is a year that will keep me busy and happy!

14.4 Relative Pronouns as Objects of Prepositions in Adjective Clauses

In addition to functioning as subjects or as objects, relative pronouns can also begin adjective clauses that function as objects of prepositions. Here are some examples with the prepositions *to* and *for*:

The fitness club **to** *which I belong* is coed. (Common in formal language, including writing: *which* is the object of the preposition *to* and refers to *club* in the main clause.)

Other variations are possible when there is a preposition in the adjective clause:

The fitness club which I belong to is coed.

The fitness club that I belong to is coed.

Incorrect: The fitness club that I belong is coed. (Be careful not to forget the

preposition if it is necessary.)

Incorrect: The fitness club to that I belong is coed. (Don't put a preposition

before the relative pronoun that.)

Correct: The fitness club I belong to is coed. (relative pronoun omitted; very

common in spoken English, especially informal language)

Incorrect: The woman for who you bought the flowers was very happy.

(Don't put a preposition before the relative pronoun who.)

Correct: The woman for whom you bought the flowers was very happy to

receive them.

Remember: Of all of these options, the preferred way to construct a relative clause with a preposition in writing is using PREPOSITION + which or whom at the beginning of the clause.

| Formal | Informal |
|---|---|
| The period in American history to | The period in American history |
| which you are referring is called the | that you are referring to is called |
| Depression. | the Depression. |
| | The period in American history you are referring to is called the Depression. |
| The candidate about whom we were | The candidate that we were |
| talking is a Democrat. | talking about is a Democrat. |
| The candidate whom we were talking | The candidate who we were |
| about is a Democrat. | talking about is a Democrat. |
| | The candidate we were talking about is a Democrat. |



| Exercise 8 | In each pair of sentences, change the second sentence to an adjective clause. Add a relative pronoun and commas where they are needed. The first one has been done for you. | | | | | |
|------------|---|--|--|--|--|--|
| | 1. The college has a professional development office. | | | | | |
| | George just graduated from the college. | | | | | |
| | The college from which George just graduated has a professional development office. | | | | | |
| | The woman works in the university's professional development office. George spoke to the woman. | | | | | |
| | 3. The Student Services Building is near the center of campus. This office is located in the Student Services Building. | | | | | |
| | 4. The university students are recent graduates. These services are most beneficial for university students. | | | | | |
| | 5. Some of the employment tests took two hours to complete. George paid a small fee for some of these tests. | | | | | |
| | 6. A private employment agency would be his last resort. George has heard good things about this agency. | | | | | |
| | | | | | | |
| 14.5 | Adjective Clauses With the Possessive whose | | | | | |
| | Sometimes when you combine two sentences using an adjective clause, the second sentence contains a possessive. In this case, use the relative pronoun <i>whose</i> . | | | | | |

Irene doesn't know the family whose car was stolen.

Main sentence: Irene doesn't know the Smiths.

Second sentence: Their car was stolen.

The possessive adjective their becomes whose when the sentence is made into an adjective clause.

The author whose book was published posthumously won the Nobel Prize for Literature.

Main sentence:

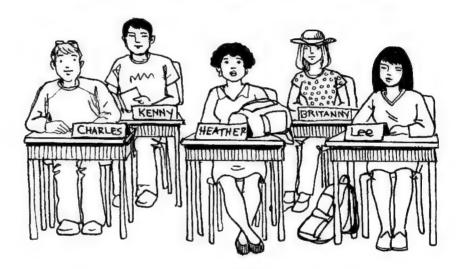
The author won the Nobel Prize for Literature.

Second sentence:

His book was published posthumously.

The possessive adjective his becomes whose in the adjective clause.

Exercise 9 Study the picture and write an original sentence about each student. Use an adjective clause with the relative pronoun *whose*. The first one has been done for you.



| 2 | e glasses are on his he | ad 15 Charles. | |
|----|-------------------------|----------------|--|
| 3 | | | |
| 1. | | | |
| 5. | | | |

14.6 Adjective Clauses That Describe Place, Time, and Reason

An adjective clause can describe a place, a time, or a reason. These clauses begin with the relative adverbs where, when, and why.

14.6.1 Adjective Clauses That Express Place: where

Use the relative adverb where to describe a place.

The city where I was born is an ancient Roman site.

The rooms where George Washington slept are now famous landmarks.

When we talk about places, we often use the prepositions in and at.

in Singapore at the beach

In adjective clauses, the relative adverb where often replaces the phrase in which or at which.

the city where I was born = the city in which I was born

the room where George Washington slept = the room which George Washington slept in

14.6.2 Adjective Clauses That Express Time: when

Use the relative adverb *when* to express time and time relationships.

The exact moment when *I* won the Spanish poetry contest was last Friday afternoon at 3:15 p.m.

Do you recall the day when we got married?

In adjective clauses, when can replace in which or on which.

The exact moment when I won the Spanish poetry contest = The exact moment in which I won the Spanish poetry contest

The day when we got married = The day on which we got married

14.6.3 Adjective Clauses That Give Reasons: why

To give reasons and answer why, you can use for which or that to begin the adjective clause.

The reason for which Dr. Hughes won the hospital award was his hard work.

The reason that Dr. Hughes won the hospital award was his hard work.

Do not use WHY to introduce adjective clauses.

Incorrect: The reason why he bought that car is its good fuel efficiency.

Correct: The reason that he bought that car is its good fuel efficiency.

Exercise 10 Complete the dialogue using the answers from the box. You may use some of the answers more than once.

| w | /ho(m) | which | that | whose | where | when | Ø |
|------------------|--------------|--------------------|-------------------|--------------|----------------|-------------|------------------|
| John: Hey, Pabl | o! What's | new? | | | | | |
| Pablo: Not muc | ch. My pro | ofessor just | t return e | d the exam | | we took la | st week. |
| John: Oh yeah? | ' How'd yo | ou do? | | | 1 | | |
| Pablo: Not as w | ell as I ha | d hoped, ι | ınfortun | ately. I mis | sunderstood | l two ques | tions |
| were in p | part 2 of tl | ne test, an | d they w | ere worth | twenty poir | nts each! | 2 |
| John: That's a b | oummer. M | | can do s | ome extra | work. Is the | e professor | 3 |
| Pablo: I think s | | | e that th | e reason | I mi | ssed those | questions was |
| because | I read the | directions | too qui | ckly. | | | |
| John: Hey, that | happens. | I rememb | er one ti | me | _ I thought | I had dor | ie so well on a |
| test, and | later I four | nd out tha | it all my | answers w | ere suppose | d to be the | e opposite! You |
| know how | w sometin | nes questic | ons ask f | or the nega | tive? So, I u | ınderstand | 1. |
| Pablo: I don't k | now. May | be I <i>should</i> | talk to | my profess | or. This exa | m grade _ | I got |
| will ruin | my grade | point ave | erage. | | | | |
| John: Look, it's | noon. Wh | ny don't y | ou go to | the place_ | 7 you | ur professo | or has lunch and |
| talk to hi | m? It can' | t hurt. | | | | | |
| Pablo: You're ri | ght, John. | I'm going | g to go ri | ght now. A | and I'll let y | ou know v | vhat happens. |
| If nothin | ng else, I'v | e learned | that this | is a profes | sor | _ direction | s are tricky! |
| John: Good luc | k. | | | | - | | |
| Pablo: Thanks . | | | | | | | |

14.7 Adjective Clause Reductions

Sometimes a clause, which contains a subject and a verb, can be reduced or shortened to a phrase. Here are two rules about adjective clause reductions.

1. If the adjective clause contains the verb *be* (in any form), you can omit the relative pronoun and the verb *be*.

The man who is next to me must be a diplomat of some kind.

Ū,

The man next to me must be a diplomat of some kind.

People who were born before 1960 in the United States are called "Baby Boomers."

Ţ,

People born before 1960 in the United States are called "Baby Boomers."

Shakespeare, who is the most well-known British author of all time, continues to fascinate readers today.

Ţ

Shakespeare, the most well-known British author of all time, continues to fascinate readers today.

This particular reduction is called an *appositive*. It is a noun phrase that gives a definition or explanation of the previously mentioned noun.

2. You can sometimes reduce adjective clauses without the verb *be*. In this case, omit the relative pronoun and change the verb to the *-ing* or present participle form.

We study in a university which consists of six separate colleges.

Д

We study in a university consisting of six separate colleges.

People who live *in cities* generally do not exercise as often as those who live *in rural areas*.

Û

People **living** in cities generally do not exercise as often as those **living** in rural areas.

Exercise 11 Underline the nine adjective clauses in the paragraph. If an adjective clause can be reduced to a phrase, make those changes above the clause.

Mother of Miami

Mrs. Julia Sturtevant Tuttle is known as the "Mother of Miami." In 1873, she brought her two small children to see the land that her father had purchased, land which was located on the Miami River. She fell in love with the wilderness that she saw, and formed a vision that included beautiful homes and lush gardens. In 1891,

(continued)

after the deaths of both her father and her husband, Julia brought her two children, who were now grown, to live on her father's land, which she had inherited. Julia continued to acquire land, bringing in workers and constructing business and residential buildings in order to see her vision become a reality. At last, in 1896, the city of Miami was incorporated. Julia continued to plan for the growth of the city, plans which included a school, a church, and a hospital. However, the country fell into an economic depression, and the influx of people to Miami lessened. In addition, a fire, which destroyed twenty-eight of the town's buildings, caused a setback in the town's growth and seriously affected Julia's health. Mrs. Tuttle, whose land remained largely vacant, died in 1898. Although she did not live to see her vision completed, she never doubted that Miami would have a great future.

Editing Exercise 12

In each sentence, one of the four underlined words or phrases is not correct. Circle the letter of the error and write the correction above the error.

| 1. | The music in which you | were used to <u>listening</u> to when | you <u>were younger</u> is no |
|----|----------------------------|---------------------------------------|-------------------------------|
| | Α | В | C |
| | longer in <u>fashion</u> . | | |
| | | | |

- 2. Can someone who works here help me find the line in where I get a refund, please? \overline{A} \overline{D}
- 3. Nashville, where this CD was recorded, is well known in the country music industry, and B

 thousands of people visit Nashville, that is a small town Tennessee, every year.

 C
- 4. People trying to advance their careers in the music business too quickly often lose A
 their sense of self; this can lead to problems for which there are no solutions for.
 C
 D

CHAPTER QUIZ

Exercise 13 Circle the letter of the correct answer. Watch out for punctuation! Be prepared to explain your answers.

| 1. | Last | t night the car I own broke down | for | the eighth time. |
|----|------|--|-------|---------------------------------------|
| | A. | what | C. | that |
| | В. | in which | D. | where |
| 2. | Hov | w many people a car like mine ha | ive t | he same problem? |
| | A. | who are owning | C. | whose are owning |
| | B. | owning | D. | whose own |
| 3. | We | can build a space shuttle carry a | man | into space, but we can't build a car |
| | tha | t runs regularly! | | |
| | A. | that | C. | , that |
| | B. | that can | D. | , that can |
| 4. | The | e mechanic garage the car was too | wed 1 | to said he could not get to it for at |
| | leas | st three days. | | |
| | A. | that | C. | whose |
| | B. | which | D. | of whom |
| 5. | Car | n you tell me how I'm supposed to get to a | job | fifteen miles from my |
| | hor | me? | | |
| | A. | that located | C. | located |
| | B. | in which is located | D. | whose located |
| 6. | Му | car, engine is falling apart, is no | t wo | rth anything anymore! |
| | A. | whose | C. | of which |
| | B. | that | D. | for which |
| 7. | Per | haps the best solution for my pro | bler | n is to buy a bus pass. |
| | A. | can find | C. | that can I find |
| | B. | find can | D. | that I can find |
| 8. | I do | o not know why, but a perpetuall | y ha | s problems called a lemon. |
| | A. | car that is | C. | car is |
| | В. | car that is | D. | car that that is |

ORIGINAL WRITING

| Exercise 14 | Write a paragraph or short essay about your school. Give descriptions of some of your classmates, the classrooms, your instructors, or the textbooks. Use at least five adjective clauses in your writing. Try to use some restrictive clauses (no commas) and non-restrictive clauses (commas). Use as many of the following relative pronouns as you can: who(m), where, which, when, that, why, and whose. Include some adjective clauses with prepositions. Exchange your writing with a partner. Review your partner's paragraph, underlining all the adjective clauses and checking for their correct use. |
|-------------|--|
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Adverb Clauses and Reductions

This chapter reviews everything you need to know about adverb clauses and their reduced forms



CHECK YOUR GRAMMAR

Two of the three underlined phrases contain an error related to adverb clauses and reductions. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Culture

If the humanities are concerned with culture in an individual sense, they are also concerned with it in an anthropological sense. Think of the comparison between a child's mind and a farmer's field. The child's mind is cultivated, it develops and an individual acquires habits, beliefs, and values. When use the word culture in this sense, it often helps to compare it to the cultivating that takes place in biology.

From: Witt et al., The Humanities, p. xxvii.

15.1 Adverb Clauses and Subordinating Conjunctions

An adverb clause is a group of words with a subject and a verb that modifies a verb, an adjective, or another adverb. An adverb clause functions similarly to an adverb.

My roommate will go home to visit her parents when she finishes her research paper. (The adverb clause modifies, or tells more about, the verb will go.)

You will recognize adverb clauses by the following subordinating conjunctions, most of which come at the beginning of the clause. (Subordinating conjunctions connect elements that are not equal, such as a dependent clause with an independent clause. See Chapter 17, Section 17.1, and Appendix 4, p. 299)

Reason/Cause: because since

Condition: if* even if unless when in case in the event that

provided that

Contrast: while although whereas

Concession: although though even though

Result: so (not used to begin sentences)

Purpose: so that so

Time relationship: after as soon as before when while until

whenever as once

15.2 Punctuating Adverb Clauses

Here is the rule for punctuating an adverb clause: Put a comma after the clause if the clause begins the sentence. If the adverb clause comes after the main clause, no punctuation is needed.

Hee-Jon went to the park because the weather was fine.

Because the weather was fine, Hee-Jon went to the park.

Therefore, whenever an adverb clause begins a sentence (i.e., it comes before the main clause), you need a comma.

Although the movie was well advertised, it did not make a lot of money at the box office.

Until we get money to buy a car, we are going to take the bus to work.

It is easy to make a mistake with *because*. Do not put a comma before the subordinating conjunction *because*.

Incorrect: The British eventually won the war, because they had superior troops

and supplies.

Correct: The British eventually won the war because they had superior troops

and supplies.

When the conjunction *so* introduces an adverb clause of purpose, we do not need a comma. In this case, *so* can also be replaced with *so that*. When the conjunction *so* introduces a result, we use a comma.

I went to the library so I could print my paper on a laser printer. (purpose)

I went to the library, so I was able to print a copy of my paper on the laser printer. (result)

^{*} Hypothetical if-clauses are covered at length in Chapter 12.

| Exercise 1 | In each sentence, underline the subordinating conjunction and write its function on the line. Refer to the chart on page 206. Add or correct the punctuation if necessary. The first one has been done for you. |
|---------------------|--|
| | 1. Whenever Irene looks for a new job she gets nervoustime |
| | 2. This happens, because she doesn't have a lot of experience in interviewing. |
| | 3. If she took a course in job hunting she would probably be more confident. |
| | 4. She will appear more motivated and ready to start a new career, after doing this |
| | 5. While the course is not free the benefits will help her in the long run. |
| Editing Exercise 2 | Read the following sentences. Some contain errors in punctuation or syntax (function in the sentence). If the sentence is correct, put a C in the blank. If the sentence is incorrect, put an X in the blank and make the correction. The first one has been done for you. |
| | |
| | industry. |
| | 2. As the U.S. steel industry began losing more and more money, its steelworkers worried about losing their jobs. |
| | 3. The domestic situation deteriorated steadily as cheaper steel imports began to flood the U.S. market. |
| | 4. Because the president wanted to protect the domestic steel industry he decided |
| | to levy a heavy tax on steel imports. |
| | 5. Importers of steel from abroad began to question the lawfulness of this action, after it was decided upon. |
| | 6. So that it could prevent this from happening again the European Union called on the World Trade Organization (WTO) to investigate. |
| | 7. While this situation can be remedied by using external forces such as the |
| | WTO, it is unlikely that the import/export battles between the United States |
| | and the rest of the world will end soon. |

Exercise 3 Some clauses in this paragraph are incomplete. Read the paragraph once. Then go back and fill in the missing information.

| A Produ | ctive Day |
|--|--|
| After I1 | |
| , I immediately went to my | |
| room. It was extremely dirty, so | |
| 2 | |
| My family hates it when | |
| 3 This | |
| process took about two hours, | |
| but it was not unpleasant. I | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| listened to my favorite CD while | |
| When I finished cleaning, I | 4 |
| | 5 called my best friend, Joey. We like to play |
| | |
| basketball together if | |
| As soon as we fini | shed talking, 7 |
| | . We played one-on-one for |
| a few hours, then I went home. Because I | did not have any homework, |
| | 8 All in all, it |
| was quite a productive day. | . Thi in this it |

| 15.3 | Adverb Clauses and Verb Tense | | |
|------------|---|--|--|
| | In sentences with adverb clauses, use the same verb tense in both parts of the sentence—the main clause and the adverb clause. | | |
| | Whenever the manager calls a meeting, the employees get nervous. (present te | | |
| 9 | Because the manager called a meeting, the employees got nervous. (past ter | | |
| 6 | Do not use future tense in an adverb clause even if the time of the action is clearly a fuevent. Instead, use the simple present tense. | | |
| | Incorrect: When the world's population will-reach 10,000,000,000, there might not be enough food. | | |
| | Correct: When the world's population reaches 10,000,000,000, there might not be enough food. | | |
| Exercise 4 | Complete each sentence with information that makes sense. Be sure to pay attention to the verb tense in both clauses. 1. When dot.com companies first appeared, many business people | | |
| | This economic boom began to drop as | | |
| | 2. This economic boom began to drop as | | |
| | 3. Many investors lost money after | | |
| | 4. While dot.coms struggle to hold on to their profits, other respectable companies | | |
| | 5. Because investors often show less interest in risky ventures, they | | |
| | | | |

Use the introductory information in column 1 and the subordinating conjunctions in column 2 to create sentences with adverb clauses. Draw a line from each main sentence to a subordinating conjunction that makes sense and then complete the adverb clause. Remember that an adverb clause takes the form: SUBORDINATING CONJUNCTION + S + V. More than one match is correct. The first one has been done for you.

| | Main Sentence | Adverb Clause |
|------------|---|---|
| | 1. The students were exhausted | although |
| | 2. My classmate is crying | because they finally finished their projects. |
| | 3. We start a new semester tomorrow | after |
| | 4. My final grade in biology was only 79 | before |
| | 5. I did not get along with my math professor | since |
| | 1 | so that |
| | 6. I started to go to the library more | , so |
| | Students could not survive a day at school | once |
| | 8. I did not like math class | provided that |
| Exercise 6 | Rewrite sentences from Exercise 5 v appropriate punctuation. The first of | with the adverb clause beginning the sentence. Add the one is done for you. Write three more. |
| | 1. Because they finally finished the | ir projects, the students were exhausted. |
| | 2. | |
| | 3 | |
| | | |
| | 4. | |
| | | |

15. 4 Adverb Clause Reductions—Forming Adverb Phrases

Sometimes a clause, which contains a subject and a verb, can be reduced or shortened to a phrase. To reduce an adverb clause to an adverb phrase, you usually omit the subject and sometimes alter or omit the verb. The following subordinating conjunctions begin adverb clauses that can be reduced.

if even if unless when while although though after before until whenever even though

There are two ways to form an adverb phrase from an adverb clause.

1. Delete the subject and the be verb.

When John is tired, he usually goes home to take a nap.

When tired, John usually goes home to take a nap.

Sometimes you need to change the pronoun in the main clause to the specific noun. John replaces the pronoun he in the main clause.

2. If the adverb clause contains a verb that is not a *be* verb, you can sometimes delete the subject and change the verb to the progressive form.

While Karen ate the pizza, she watched a horror movie on TV.

While eating the pizza, Karen watched a horror movie on TV.

15.4.1 Dangling Modifiers

If you are not careful when you reduce adverb clauses, it is easy to create a dangling modifier. First, make sure that the subject of the adverb clause is the same as the subject of the independent clause. If the subjects are different, reducing the adverb clause to an adverb phrase creates a dangling modifier.

Correct: While Irene was studying, the dog began to bark.

Incorrect: While studying, the dog began to bark. (The dog was not studying,

so studying is a dangling modifier. It does not have anything to modify

that makes sense.)

Another way to check that your adverb phrase is correct is to take the subject of the main clause, put it in front of the adverb clause, and see if it makes sense:

The dog, while studying ... (You can stop there because the dog can't study in the sense Irene studies.)

Exercise 7

Underline the four adverb clauses in the following paragraph. If an adverb clause can be reduced to an adverb phrase, make the changes above the clause. The first one is done for you.

A Scary Hike

While Lisa was hiking through the

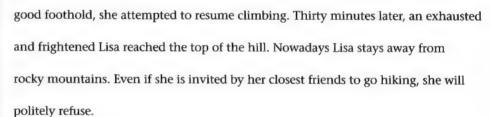
Andes Mountains, she had a very bad scare. She had seen a rocky hill not too far away and decided to try to climb it.

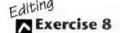
When Lisa was halfway up the hill, the

rocky surface began to crumble. She was terrified, and she didn't know what to

do. She held on to the rocks and tried

to adjust her footing. After she got a





In some of the following sentences, the underlined part contains an error. If the sentence is correct, put a C in the blank. If the sentence is incorrect, identify the error in the blank as P (punctuation), IR (incorrect reduction), or DM (dangling modifier). Then make corrections above the original sentence. The first one is done for you.

| | IR | 1. | ne Before became a military general, Ed Haskins was known by his teachers as | | | |
|--|----|----|---|--|--|--|
| | | | ^ | | | |
| | | | lazy student. | | | |
| | | 2 | The military exerction was not supported by the mubble olthough the | | | |

- 2. The military operation was not supported by <u>the public</u>, <u>although</u> the president had ordered the mission.
- 3. Even though it was raining, the military operation was carried out as it had been scheduled.
- 4. <u>Because the educational policy was amended</u>, the instructors had to take extra coursework to continue teaching in the classroom.

| 5. | The states' political delegates returned to their <u>hotel after the presentations</u> |
|----|--|
| | ended. |
| 6. | While preparing for his presidential address to Congress, a serious car accident |
| | occurred outside the White House. |
| 7. | <u>Unless the workers unite</u> , the company will not prosper in the global |
| | marketplace. |
| 8. | After hearing the government's latest pollution statistics many scientific |
| | experts commented on the validity of the numbers. |

15.5 Reason and Concession: Clauses Versus Phrases

Both adverb clauses and adverb phrases can show reason and concession.

15.5.1 Showing Reason: Because versus Because of

Because and because of show reason and take different grammatical structures. It's important to know the difference. Adverb clauses can begin with because:

Because it was raining, we decided to cancel our trip to the mountains.

Adverb phrases can begin with because of:

Because of the rain, we decided to cancel our trip to the mountains.

The two sentences have the same meaning, but note that in the second sentence, *because of* must be followed by a noun.

15.5.2 Showing Concession: Although Versus In spite of / Despite

Although and in spite of or despite show concession and take different grammatical structures. It is important to know the difference. Adverb clauses can also begin with although:

Although it did not rain, the crops did not die.

Adverb phrases can also begin with in spite of or despite:

Despite the lack of rain, the crops did not die.

Use of with in spite of but not with despite.

Incorrect: Despite of the lack of rain, the crops did not die.

| Exercise 9 | phrase to an adverb clause. The first one has been done for you. | |
|--------------------|---|----|
| | 1. Because of low production costs, the company exceeded its output of merchandise. | |
| | Because production costs were low, the company exceeded its output of merchandise. | |
| | 2. Because export taxes increased, prices rose sharply. | |
| | Consumers bought more import automobiles although they cost more than domestic models. | |
| | 4. In spite of difficult labor relations, the company turned a profit. | |
| | 5. Greece's agricultural production increased despite the drought. | |
| diting Exercise 10 | In each sentence, one of the four underlined words or phrases is not correct. Circle the | |
| | 1. Despite it was beautiful, the five-star hotel was too expensive for Ned to enjoy. A B C D | |
| | 2. After Ned returned from the beach, he takes a bath in the beautiful hotel bathtub C | |
| | to relax. | |
| | 3. Ned and his wife will certainly $\underbrace{\text{enjoy}}_{\textbf{A}}$ the rest of $\underbrace{\text{their vacation}}_{\textbf{B}}$ when their son $\underbrace{\text{and}}_{\textbf{C}}$ | |
| | daughter will stop arguing. | |
| | 4. Though boring, Ned's family decided to stay and watch the remaining portion of to A B C | he |
| | Broadway musical last night. | |

CHAPTER QUIZ

Exercise 11 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | 1. Retirement is viewed differently in different cultures. Although most people around | | | | |
|----|--|---|-------|--------------------------------------|--|
| | the world look forward to their retirement in some cultures worry about | | | _ in some cultures worry about their | |
| | futu | are health, homes, and lives. | | | |
| | A. | years but people | C. | years, people | |
| | B. | years but, people | D. | years people | |
| 2. | Acc | ording to information from the United Na | ation | as, the world may begin to see new | |
| | pro | problems by the year 2050 almost 2 billion people, or roughly 22 percent of | | | |
| | the | world's population, will reach retirement | age. | | |
| | A. | so | C. | because | |
| | B. | that | D. | therefore | |
| 3. | I an | n nowhere near retirement age r | ny y | oung age, I am already thinking | |
| | abo | out what I will do when I retire and how I | will | pay for everything when I no longer | |
| | hav | ve a weekly paycheck. | | | |
| | A. | So | C. | Because | |
| | B. | Despite | D. | Until | |
| 4. | The | e only person that I know who has retired | is m | y uncle. After his company | |
| | for | more than thirty-five years in not only th | e ma | in office but also in three branch | |
| | loca | ations around the country, Uncle Phil dec | ided | to retire. | |
| | A. | serve | C. | he serves | |
| | В. | was served | D. | serving | |
| 5. | 5. Uncle Phil is not as worried as many people appear to be; he received a full | | | | |
| | long service with the company. | | | | |
| | A. | pension, because his | C. | pension, because of his | |
| | B. | pension because his | D. | pension because of his | |
| 6. | Aft | er Uncle Phil his final bonus, he | took | his family out to celebrate. | |
| | A. | received | C. | was received | |
| | B. | is receiving | D. | receives | |

| 7. | On | e of my biggest fears is that I will be bored | whe | en I retire because I can't find |
|----|-----|---|--------|-----------------------------------|
| | son | nething specific to occupy my time. Uncle | Phil | will not have this problem. |
| | Wh | enever Uncle Phil tries a new ho | bby. | |
| | A. | gets bored he | C. | was bored he |
| | B. | gets bored, he | D. | was bored, he |
| 8. | | and a much lower cost of living can | be fa | actors that sway some retirees to |
| | mo | ve from the United States to spend their re | etirei | ment years in countries such as |
| | Me | xico and Costa Rica. | | |
| | A. | Lower taxes | C. | Because of lower taxes |
| | B | If lower taxes | D | Because the taxes are lower |

ORIGINAL WRITING

| Exercise 12 | Write a paragraph or short essay about something that you did as a child that you were |
|-------------|--|
| | punished for or something that you were praised for. Include some of the following |
| | information. |

- · What you did
- Whom you were with
- · How it happened
- Why you did it
- How you got caught or how someone found out
- · What kind of punishment or praise you received
- If you ever did it again

| artner. Review your partner's paragraph, underlining all the adverb clauses or adverb hrases and checking for their correct use. | | | | tn a idverb | |
|--|--------------------|---------|---|----------------|---|
| nrases and checkir | ng for their corre | ct use. | | | |
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Use at least five adverb clauses or adverb phrases in your writing. Refer to the list of



Noun Clauses

This chapter reviews everything you need to know about noun clauses.



CHECK YOUR GRAMMAR

Both of the underlined phrases contain an error related to noun clauses. Can you explain why each of these underlined areas is wrong? Discuss with a partner.

Yahoo!

What did begin as a simple listing of favorite websites has evolved into one of the world's best known and most successful e-businesses. Jerry Yang and David Filo were working on Ph.D. degrees at Stanford University when they first created their directory of interesting websites. Eyeing the business potential, the two wrote a business plan, registered the Yahoo! name, and obtained 1 million dollars in venture capital funding to get under way. Business students all over the world are studying how became such a huge success these two individuals.

From: W. Pride, Hughes, R., & Kapoor, J. (2005) Business, 8th edition. Boston: Houghton Mifflin. p. 197.

16.1 Forms of Noun Clauses

A noun clause is a group of words with a subject and a verb that can be a subject, an object, or an object of a preposition. A noun clause can do what a noun can do.

My roommate told me that he signed up for the course yesterday. (The noun clause is the object of the verb *told*.)

A noun clause usually consists of three key components:

- an initial relative pronoun or adverb—many of the same ones that begin adjective clauses (see Chapter 14)
- a subject
- a verb

These are the words that commonly begin noun clauses.

who whom what when where why which how how (adjective) whether if that

-ever Words

whoever whomever whatever whenever

whichever wherever however (adjective)

Why the accident happened is a mystery. (subject)

No one knows whether the meeting is on the first floor or the second floor. (direct object)

The witnesses said that the man entered the bank around 9 a.m. (direct object)

You can talk to whomever you choose. (object of preposition)

It is important that all of the passengers arrive at the airport early. (subject complement)

L

In sentences with the structure

lt + be + ADJECTIVE + (NOUN CLAUSE: that + S + V)

remember to include the word It as the subject. Every sentence needs a subject!

Incorrect: Is necessary that all the students take both English and science.

Correct: It is necessary that all the students take both English and science.

Incorrect: Is obligatory that people be at least eighteen years old to vote?

Correct: Is it obligatory that people be at least eighteen years old to vote?

Sometimes the relative pronoun that begins the noun clause is also the subject of the clause. This may happen with *who, what,* or *which.*

SUBJECT VERB OBJECT (noun clause)

No one understands what first causes this chemical reaction.

subject verb

SUBJECT (noun clause)

VERB

OBJECT

What first causes this chemical reaction has perplexed scientists.

subject verb

Leadership Styles

From country to country and even from culture to culture, styles of what people consider good leadership vary. In the United States, leadership means getting things done. CEOs generally have a great deal of authority and are expected to use it. Qualities that make an effective leader in Chicago or Dallas, however, might not be valued in England or Japan. What experts in the global marketplace are coming to understand is that no two cultures view leadership in the same way.

According to analysts, effective Japanese leaders make employees feel secure, they expect compliance, and they display a "harmonious personality." Japanese leaders assume that employees have a familylike loyalty to the company. In effect, they act as "parents" in the family, supporting individuals and demonstrating understanding but maintaining firm control over information and operations.

In German and Austrian organizations, a style called "Towards a Common Goal" is prevalent. Each department has a clear chain of command, and information and instruction are passed down from top to bottom. Leaders, who are primarily autocratic, base their authority on their place in the organization's hierarchy. Thus, in Germany and Austria, which position a leader occupies within a company is crucial.

Accord and compromise characterize leadership in Sweden and Finland, where leaders motivate employees through communication and consensual decision making. Aptly called "Consensus," this leadership style requires that the company maintain open communication. In fact, Swedish law mandates that management discuss important decisions with all employees before implementation.

Regardless of the country or culture, experts list three skills that are a *must* for good global leaders. Whoever has good interpersonal skills and financial discipline and gives employees minimal rules and maximum trust will be a good leader anywhere.

16.2 Functions of Noun Clauses

A noun clause functions in a sentence just like a noun—as subject, object of the verb, or object of a preposition. Remember that you can recognize a noun clause by one of the relative pronouns or adverbs that begin the clause (see Section 16.1 for a list of these words).

Don't confuse noun clauses with noun phrases.

Noun Phrase

Noun Clause

The cause of the hotel fire is a mystery.

The government is investigating the cause of the hotel fire.

How the fire began is a mystery.

The government is investigating **how the hotel fire began**.

16.2.1 Noun Clause as Subject

A noun clause can be the subject in a sentence. It is important to keep in mind that a noun clause as a unit is singular, so it requires a singular verb.

SUBJECT (noun clause)

VERB

OBIECT

What really causes this skin reaction consumes millions of research dollars.

subject verb

16.2.2 Noun Clause as Object of the Verb

A noun clause can be the object of a verb in a sentence. Remember to use the correct word order in the clause.

SUBJECT

VERB

OBJECT (noun clause)

An allergy to wheat limits how a patient's body can fight back.

subject

verb

16.2.3 Noun Clause as Object of the Preposition

A noun clause can be the object of a preposition in a sentence:

PREPOSITION OBJECT (noun clause)

According to what the doctor's report said, an allergy may be the cause.

subject

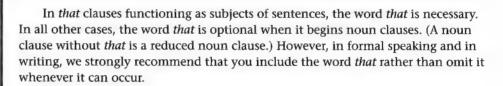
relative pronoun

verb

PREPOSITION OBJECT (noun clause)

The doctor gave allergy medicine to whoever wanted it.

subject verb



Speaking (informal): The report says six million people came to

the U.S. between 1990 and 2000.

Writing (or formal speaking): The report says that six million people came

to the U.S. between 1990 and 2000.

Editing

Exercise 2

Read the following joke about an antiques collector and a cat. Write NP (noun phrase) or NC (noun clause) above each underlined group of words. Identify its function as S (subject), OV (object of the verb), or OP (object of the preposition).

Telling a Joke

NP (S)

An antiques collector with lots of money

was walking in the downtown area of a city one

day. He saw <u>a small skinny cat on the sidewalk.</u>

The cat was drinking some milk from a small

dish. The collector looked again at the dish.

What the antiques collector saw shocked him.

The small dish on the sidewalk was extremely old, and the antiques dealer knew

at once that it was very valuable. He was so interested in what he had just seen

that he immediately walked into the store to talk to the owner about buying the

ANTIQUES

(continued)

valuable antique dish. The man did not want the owner to suspect

that the dish was so valuable, so he offered the owner some money for the cat.

He said that he would pay ten dollars for the cat, but the owner refused. The man

was getting desperate, so he offered the owner $\underline{a \text{ crisp fifty-dollar bill from his wallet}}$.

At this point, the owner could no longer refuse what the man was offering.

Then the man quickly added, "You know ... how about including the dish, too?

That cat is probably used to eating from that dish." The owner replied, "No, sir,

I'm sorry. You may be right about the cat and the dish, but that dish is not for

sale." "Why not?" asked the man. The owner answered, "Well, I'll tell you

why it's not for sale. You see, it's my lucky dish. So far this week, I've sold

fifteen skinny cats!"

12

Editing Exercise 3

Some of the underlined groups of words in this paragraph contain an error. Circle the errors and write corrections above them.

The Art of Telling a Good Joke

We all know people who tell great jokes at parties and other gatherings. Perhaps you

have wondered whether <u>could you ever</u> be such a good joke teller. If so, there is

good news for you. The skills needed to become a good joke teller can be practiced

(continued)

| | and learned. While it is true $\frac{\text{than}}{2}$ some people are naturally good at telling jokes, |
|------------|---|
| | there are a good number of people who have become good joke tellers through |
| | practice. Good joke tellers completely understand $\underline{\text{what is their joke}}$ before they start 3 |
| | telling it. Good joke tellers can add whatever want to the joke as they tell it, but |
| | they clearly know the details of the beginning, middle, and ending of the joke. |
| | Is also important to consider who the audience is. Perhaps you have learned 6 |
| | through experience $\frac{1}{7}$ that not all jokes are appropriate for all audiences. Finally, to |
| | be successful, a joke teller must know many more jokes than knows the audience. Do |
| | you wonder that you can learn these skills for telling jokes? They are not so difficult. 9 |
| | With the right amount of practice, <u>is certain</u> that you can become a great joke teller. 10 |
| diting | |
| Exercise 4 | Read the joke on page 226 about who is in charge of the jungle. On the lines, write a correction for the errors in the corresponding underlined sections. |
| | 1 5 |
| | 26. |

A Joke: Who Is the Real King of the Jungle?

One day a lion woke up in a cranky mood. As he walked out from the bushes where he had been sleeping, he found a small monkey. The lion roared loudly and asked, "Do you know who is the king of the jungle?"

The tiny, scared monkey quickly replied that was the king of the jungle the lion.

The monkey had given the anticipated answer

pleased the lion greatly. Feeling very satisfied, the lion walked slowly away from the little monkey.

Just minutes later, the lion ran into a rabbit. The rabbit realized that had nowhere to hide, so it just sat there trembling. Again, the lion roared loudly and shouted, "Tell me who is the king of the jungle."

The little rabbit answered as clearly as it could, "You are the king of the jungle." Feeling even better and more arrogant than before, the lion walked slowly away from the rabbit.

A few minutes later, the lion found himself in front of an old elephant. Once again, the lion roared and shouted, "Who the king of the jungle is?"

The old elephant did not hesitate a second. He grabbed the lion with his trunk and threw the lion against a huge tree. The elephant did this three more times until the lion lay on the ground, exhausted and bruised. The lion was confused by that had just happened.

"I don't know why did you do this," said the lion. "If you don't know the answer to my question, there is no reason to get angry about it."

16.3 Common Problems With Noun Clauses

1. Wrong Word Order. Remember that the word order for noun clauses is

RELATIVE PRONOUN or ADVERB / SUBJECT / VERB

or, if the relative pronoun or adverb is also the subject,

SUBJECT (= RELATIVE PRONOUN or ADVERB) / VERB

Incorrect: I don't know when happened the accident.

Correct: I don't know when the accident happened.

Incorrect: Can you remember who is she?

Correct: Can you remember who she is?

2. Omitting the Verb. Don't forget the verb in the main sentence!

Incorrect: Why the pilot didn't show up a mystery.

Correct: Why the pilot didn't show up remains a mystery.

Incorrect: That teachers need more pay a simple fact.

Correct: That teachers need more pay is a simple fact.

3. Wrong Verb Form After Certain Expressions. For certain expressions that signal importance, you must always use the base form of the verb in the noun clause—not future tense, past tense, or even the added -s in third-person singular. Here are the expressions:

it is important that ... subject + suggest that ... subject + request that ...

it is imperative that ... subject + recommend that ... subject + insist that ...

it is necessary that ... subject + demand that ... subject + propose that ...

Incorrect: It is important that Mr. Thompson is here at 9 a.m.

Correct: It is important that Mr. Thompson be here at 9 a.m.

Incorrect: The airline recommended that Kate arrives two hours early.

Correct: The airline recommended that Kate arrive two hours early.

4. Wrong Verb Tense With Reported Speech. In reported speech, the verb in a noun clause is one tense "older" than the same verb in a sentence without a noun clause. In other words, present changes to past, past changes to past perfect, and will changes to would.

| Quoted Speech | E> | Reported Speech |
|---------------------------------|----|-------------------------------------|
| Present tense: | | Past tense: |
| He said, "I work at IBM." | | He said that he worked at IBM. |
| Present progressive: | □> | Past progressive: |
| He said, "I am working at IBM." | | He said that he was working at IBM. |

(continued)

| | Quoted Spe | eech 🦷 | | Reported Speech | | | | |
|-----------|---|--|------------------|---|--|--|--|--|
| | Past tense: | | E\$ | Past perfect: | | | | |
| | He said, "I worked at | IBM." | | He said that he had worked at IBM. | | | | |
| | Present perfect: | | □\$> | Past perfect: | | | | |
| | He said, "I have work | ked at IBM." | | He said that he had worked at IBM. | | | | |
| | Incorrect: T | he 1990 report | said that | the U.S. has 200 million people. | | | | |
| | Correct: T | he 1990 report | said that | the U.S. had 200 million people. | | | | |
| xercise 5 | Change these question for you. | ons to sentences | with nou | n clauses. The first one has been done | | | | |
| | 1. When was Lincol | ln born? | | | | | | |
| | Nobody in my cla | | er <u>when</u> L | incoln was born. | | | | |
| | 2. Why is it importa | | | | | | | |
| | , , | | | | | | | |
| | The nurse explain | ned | | | | | | |
| | The nurse explained | | | | | | | |
| | | | | | | | | |
| | 3. Does Pepsi have | more calories th | an Coca-(| Cola? | | | | |
| | 3. Does Pepsi have I'm not sure | more calories th | an Coca-(| Cola? | | | | |
| | - | more calories th | an Coca-(| Cola? | | | | |
| | - | | an Coca-C | Cola? | | | | |
| | I'm not sure | from Denver? | | Cola? | | | | |
| | I'm not sure4. How far is Dallas | from Denver? | | | | | | |
| | I'm not sure4. How far is Dallas | from Denver? | | | | | | |
| | 4. How far is Dallas If you want to kn | from Denver? now | irst? | | | | | |
| | 4. How far is Dallas If you want to kn | from Denver? now | irst? | , check the Inter | | | | |
| | 4. How far is Dallas If you want to kn | from Denver? now did Yahoo! list fi | irst? | , check the Inter | | | | |
| | 4. How far is Dallas If you want to kn 5. Which websites of This newspaper a | from Denver? now did Yahoo! list fi | irst? | , check the Inter | | | | |
| | 4. How far is Dallas If you want to kn 5. Which websites of This newspaper a | from Denver? did Yahoo! list finticle discusses | irst? | , check the Inter | | | | |
| | 4. How far is Dallas If you want to kn 5. Which websites of This newspaper a 6. When do geese n | from Denver? now did Yahoo! list finiticle discusses nigrate? | irst? | related to the climate and seasons of the y | | | | |

| | 8. Where did the expression "raining cats and dogs" come from? |
|---------------------|---|
| | The television reporter is talking about |
| | |
| Exercise 6 | Complete the following sentences to make true statements. Pay attention to the verb form that you use in the noun clauses. |
| | 1. It is important that a traveler |
| | 2. Some governments require that travelers |
| | 3. Some doctors suggest that a traveler to underdeveloped countries |
| | 4. Airports can be crowded, so airlines recommend that an international traveler |
| | 5. It is recommended that travelers with young children |
| Editing Exercise 7 | In each sentence, one of the four underlined words or phrases is not correct. Circle the letter of the error and write a correction above it. |
| | 1. Due to the severe problems $\frac{\text{that have}}{A}$ resulted from the banking scandal and the |
| | subsequent failure of the government to <u>take the necessary measures</u> to avoid $\bf B$ |
| | $\frac{\text{such a problem}}{C} \text{ again, most economists are predicting } \underbrace{\text{if}}_{D} \text{ the national economy will}$ |
| | suffer a period of hyperinflation. |
| | 2. Exactly which step the government leaders should take next are among the many A B |
| | topics $\frac{\text{that}}{C}$ Congress $\frac{\text{will discuss in its meeting next week}}{D}$. |

| J. Both cee | A A | B B | C | |
|-------------|---|------------------------------------|--|-------|
| devastat | ing can be a long J | period of hyperinflati D | ion. | |
| 4. The goo | d news for any cou | untry that <u>is facing</u> h | hyperinflation is $\frac{\text{which}}{\mathbf{B}}$ several coun | tries |
| have ha | $\underline{\mathbf{d}}$ this problem and | l were <u>able to solve it</u> | | |

CHAPTER QUIZ

Exercise 8 Circle the letter of the correct answer. Be prepared to explain your answers.

| l. | _ | is certainly an interesting topic for d | liscus | ssion. |
|----|-------|---|--------|-------------------------------------|
| | A. | That cats have whiskers | C. | Why do cats have whiskers |
| | B. | What cats have whiskers | D. | The whiskers that cats have |
| 2. | | the answer to these difficult animal | ques | tions? |
| | A. | Does someone know | C. | Nobody knows |
| | B. | What someone knows | D. | Why nobody knows |
| 3. | | is about one inch in length amazes i | most | people when they find this out. |
| | A. | A newborn kangaroo | C. | How much a newborn kangaroo |
| | B. | That a newborn kangaroo | D. | Because a newborn kangaroo |
| 1. | It is | important that a cat meat becau | ıse it | cannot survive on a vegetarian diet |
| | A. | eat | C. | eats |
| | B. | must eat | D. | is eating |
| 5. | The | color of a chicken egg is determined by t | he ty | pe of hen and no effect on |
| | the | quality, nutritional value, or flavor of an | egg. | |
| | A. | whether or not | C. | that they |
| | В. | what it means | D. | has |
| 5. | Wh | at is the basic color of a zebra? I am not so | ıre _ | a zebra is considered to be |
| | whi | ite with black stripes or black with white s | tripe | es. |
| | A. | that | C. | however |
| | B. | which | D. | if |
| 7. | Acc | ording to what, a snail can sleep | up t | o three years. |
| | A. | does this website claim | C. | claims this website |
| | В. | this website claiming | D. | this website claims |
| 8. | Tha | at some animals such as the fin whale and | the | deep-sea clam to most |
| | peo | ple because few people ever reach this age | 2. | |
| | A. | may live more than 100 years | C. | is surprising may live more than |
| | | is surprising | | 100 years |
| | B. | may live more than 100 years | D. | are surprising may live more than |
| | | are surprising | | 100 years |

ORIGINAL WRITING

| Exercise 9 | Write a joke in your own words that is appropriate to share in class. There are two ways to work on this assignment: (1) find a joke in English from an English-speaking friend, from a magazine, or from the Internet; or (2) translate a joke from another language. In either case, be sure to write the joke in your own words. Do not plagiarize. Include three to six noun clauses in your joke in different functions in the sentences. Then exchange your writing with a partner, underlining all the noun clauses and checking for their correct use. |
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Better Sentences: Variety, Fragments, Run-ons, and Comma Splices

In this chapter, you will review <u>sentence variety</u> (the three main sentence types: simple, compound, and complex). In addition, you will also review common sentence errors such as <u>run-ons</u>, <u>comma splices</u>, fragments, and incorrect punctuation.



CHECK YOUR GRAMMAR

Two of the four underlined phrases contain an error related to better sentences. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Work Teams

In a professional setting, people may be involved in a number of different kinds of groups. One of the most prevalent groups in U.S. industry is the work team.

As organizations work to accomplish their goals. They have found that it is important to set up work teams. A team to achieve its goals, management must commit to empowering the team.

Adapted from: Berko et al., Communicating: A Social and Career Focus, p 249.

17.1 Sentence Types

English sentences come in three basic types: simple, compound, and complex.

Simple Sentences

- · Contain one independent clause
- · May have more than one subject or verb

The Mississippi River flows from northern Minnesota to the Gulf of Mexico.

SUBJECT VERB

The Mississippi River begins in Minnesota and ends in Louisiana at the Gulf.

SUBJECT VERB

Compound Sentences

· Contain two or more independent clauses joined by a coordinating conjunction

Coordinating conjunctions connect two equal elements, such as two independent clauses. The seven coordinating conjunctions in English are *for, and, nor, but, or, yet, so* (FANBOYS to help you remember these seven words). (See Appendix 4, p. 299.)

- · Have at least two subject-verb combinations
- · Have clauses equal in importance

The water pipes in the building broke, so the offices were closed for the day.

INDEPENDENT CLAUSE

INDEPENDENT CLAUSE

Complex Sentences

 Have one independent clause and one dependent clause joined by a subordinating conjunction

Subordinating conjunctions connect elements that are not equal, such as a dependent clause with an independent clause. Examples of subordinating conjunctions include although, because, before, and after). (See Appendix 4, p. 299.)

• Have an independent clause that has more importance than the dependent clause

Although it was drizzling, the city held the parade as scheduled.

DEPENDENT CLAUSE

INDEPENDENT CLAUSE

Punctuation Note: When an independent clause is followed by a dependent clause, generally no comma is needed. However, when a dependent clause comes first and is followed by an independent clause, a comma is required after the dependent clause.

No comma: The city held the parade as scheduled although it was drizzling.

INDEPENDENT CLAUSE

DEPENDENT CLAUSE

Comma required: Although it was drizzling, the city held the parade as scheduled.

DEPENDENT CLAUSE INDEPENDENT CLAUSE

Exercise 1 Read the sentences below and expand them by adding the parts of speech indicated. The first one has been done for you.

Simple Sentences

1. The tree cast a shadow.

Add: a subject (house), two adjectives (enormous, old), and a prepositional phrase (over the lawn); also change a shadow to shadows.

The enormous tree and the old house cast shadows over the lawn.



| 2. | The car turned. Add: a verb (<i>sped away</i>), two adverbs (<i>sharply, quickly</i>), and a prepositional phrase (<i>down the highway</i>) | | | | | |
|----|---|--|--|--|--|--|
| | Compound Sentences | | | | | |
| 3. | We loved the movie. | | | | | |
| | Add: a sentence (<i>They hated it.</i>) joined by <i>but</i> , two adverbs (<i>absolutely, simply</i>), and an adjective (<i>new</i>) | | | | | |
| 4. | Jimena mowed the lawn. Add: a sentence (<i>Ted washed the cars.</i>) joined by <i>and</i> , a prepositional phrase (<i>in the driveway</i>), and an adjective (<i>overgrown</i>) | | | | | |
| | Complex Sentences | | | | | |
| 5. | Whenever she hears him play the guitar, she feels weak. | | | | | |
| | Add: a prepositional phrase (in the knees), an adverb (always), and an adjective (dizzy) | | | | | |
| | | | | | | |
| 6. | I showered before I ate a breakfast of toast and coffee. | | | | | |
| | Add: an adverb (quickly) and two adjectives (simple, black) | | | | | |
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17.2 Vary Sentence Structure and Length

One way to add interest to your writing and increase its effectiveness is to vary the structure and length of your sentences. Academic writing almost never features a high percentage of simple sentences. The important point here is to have variety.

- · Begin sentences with prepositional phrases instead of putting the subject first
- Use a combination of simple, compound, and complex sentences
- Intersperse short, simple sentences with longer, more complex ones
- Use modifiers or appositives in simple sentences. An appositive is a word that identifies
 or explains the meaning of another word in that same sentence. An appositive is
 usually set off by commas.

George Washington, the first U.S. president, was born in 1732.

APPOSITIVE

- Convert compound sentences into complex ones
- Use phrases in simple sentences

Compare the following two paragraphs. Which one has variety in sentence structure and length?

A. I had a great weekend. On Saturday, my friend came over. Her name is Linda. We went to the beach. It was hot. We swam all afternoon. We watched the sun set. We ate dinner at a restaurant. We got home late. We were tired. I slept all day Sunday.

B. I had a great weekend. On Saturday, my friend Linda came over, and we went to the beach. It was hot, so we swam all afternoon. Later we watched the sun set and ate dinner at a restaurant. When we got home, it was late, and we were tired. I slept all day Sunday.



Editing Exercise 2

Rewrite each sentence according to the directions in parentheses. You can rewrite in more than one way; for example, you might delete information or break a long sentence into two shorter ones.

| (Shorten) She assen | abled all of her bak | ing supplies, an | d she found her fa | vorite cookie |
|----------------------|----------------------|------------------|--------------------|---------------|
| recipe, and she bake | ed cookies, and she | offered them to | her family for de | essert. |
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| | 2. (Shorten) This recipe is easy to understand, and it's easy to prepare. |
|---------------------|--|
| | 3. (Use an appositive) Anna Svenson is the creator of the <i>Heavenly Taste</i> recipe books, and she was interviewed on <i>Food for Families</i> , which is a television cooking show that is extremely popular with women between the ages of twenty-five and thirty-nine. |
| | 4. (Convert compound sentence to complex type; use <i>although</i> or <i>even though</i>) Baking is a fairly easy task, but some people are not comfortable using an oven. |
| | 5. (Convert compound sentence to complex type; use <i>because</i>) We did not have enough eggs, and we had to go to the supermarket yet again! |
| Editing Exercise 3 | Using the directions in parentheses, rewrite these sentences as a paragraph in the space provided. Remember to indent your paragraph. |
| | 1. (Combine into one sentence) The city was on the Atlantic Ocean. The city was hit by a |
| | hurricane. The city was almost entirely destroyed. |
| | (Separate into two or more sentences) Electrical power to the city was cut off, and the water was contaminated, and many trees were uprooted after the hurricane, and people were very worried about their homes. |
| | (Combine into one sentence) Mrs. Heldon was the mayor of the city. She appealed to the citizens. She asked them to remain calm, and she asked them to wait for rescue teams. |
| | 4. (Separate into two or more sentences) The Red Cross is an international relief organization, and it set up tents for homeless people, and it delivered food and clothing to the residents, and it fed the workers who rescued people from their homes. |
| | |

| ur writing contideas clearly. Tes: run-on sente | tains errors in sentence structure, it is difficult for readers to understand. This section addresses the most common types of sentence-structure ences, comma splices, fragments, and punctuation. d) Sentences and Comma Splices |
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| ur writing contideas clearly. Tes: run-on sente | tains errors in sentence structure, it is difficult for readers to understand. This section addresses the most common types of sentence-structure ences, comma splices, fragments, and punctuation. d) Sentences and Comma Splices |
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| | allo as a set to a set to a set a second on second discontinuous consistente more |
| graphs, especia | enly connect two sentences when you add sentence variety to your lly in the form of compound and complex sentences. If you don't add a uation correctly, the result can be a run-on, or fused, sentence. Here are fix run-ons: |
| _ | o independent clauses with a period. Do this if the sentence is too long are not closely related. |
| Incorrect: | We need to make a decision soon our choices are to either refinance our mortgage or take out a home equity loan. (sentence too long) |
| Correction: | We need to make a decision soon. Our choices are to either refinance our mortgage or take out a home equity loan. |
| Incorrect: | We need to make a decision soon the Stones have decided to refinance their mortgage. (clauses unrelated) |
| Correction: | We need to make a decision soon. The Stones have decided to refinance their mortgage. |
| | Correction: |

2. Separate the two independent clauses with a semicolon. Do this if the sentences are not too long or if they are closely related.

Incorrect: A fifteen-year mortgage will mean high monthly rates a thirty-year

mortgage will lower the monthly mortgage payment.

Correction: A fifteen-year mortgage will mean high monthly rates; a thirty-year

mortgage will lower the monthly mortgage payment.

3. Connect the two independent clauses with a coordinating conjunction.

Incorrect: A fifteen-year mortgage will mean high monthly rates a thirty-year

mortgage will lower the monthly mortgage payment

Correction: A fifteen-year mortgage will mean high monthly rates, but a

thirty-year mortgage will lower the monthly mortgage payment.

Comma Splice

Another problem is connecting two sentences with only a comma. This type of error is called a comma splice.

Incorrect: An adjustable rate mortgage is one option, a fixed rate mortgage is

another.

To fix a comma splice, connect the two sentences with some type of connector. Common connectors include coordinating conjunctions (such as *and, but, or, so*), subordinating conjunctions (such as *because, although, when*), and adverbial conjunctions, or transitions, (such as *however, therefore, consequently*). (See Appendix 4, p. 299.)

An adjustable rate mortgage is one option, and a fixed rate mortgage is another. (coordinating conjunction)

An adjustable rate mortgage is one option while a fixed rate mortgage is another. (subordinating conjunction)

An adjustable rate mortgage is one option; **however**, a fixed rate mortgage is another. (adverbial conjunction/transition)

The punctuation in the examples changes, depending on the kind of connector.

0

Editing Exercise 4

Read each sentence. Put a C in the blank if the sentence is correct and an X if it is incorrect. On a separate sheet of paper, correct each sentence that is incorrect.

- Taking a course online has some disadvantages, for example if you have a question, you can't get an immediate answer.
- 2. Discussion boards are forums for posting thoughts and opinions; however, as in a classroom, you must monitor what you say in order not to offend your classmates.
- 3. Students in some online courses participate from countries all over the world and it's interesting to exchange ideas and information with them.
- 4. Online courses require students to be self-disciplined it's easy to put off doing assignments.
- 5. In some respects, online classes are similar to those held in a classroom in other respects they are very dissimilar.
- 6. Assignments are graded in an online course; therefore, it is important to allow yourself enough time to do them well.

Benefits of Baking

There are many ways to reduce stress in your life one of the best ways I have found is through baking, it takes your mind off your everyday problems and redirects your energy and you become creative and productive.

The benefits of baking include the pleasure you derive from being creative and the gratitude you receive from the people who are the recipients of your efforts. Like cookies, praise is never hard to swallow.

Baking also has a down side it often happens that once people discover that stress for you equals baked goods for them they begin to find ways to increase your stress, for example you are assigned to many committees suddenly. The solution? I have not had time to figure it out yet, I am too busy baking.

17.3.2 **Fragments**

Have you ever tried to be concise and put end punctuation after a phrase or dependent clause, creating an incomplete sentence? These incomplete sentences, known as fragments, may have a subject and a verb, but they cannot stand alone as complete thoughts or sentences.

Important: Fragments are considered one of the worst writing errors. Learn what fragments

are and how to avoid them. You can correct sentence fragments in two ways:

1. Connect the fragment to an independent clause.

I had a hard time getting up this morning. Although I slept well last

night.

Incorrect:

Correction: I had a hard time getting up this

morning although I slept well last

night.

2. Change the fragment to an independent clause.

Incorrect: She was born in Northwoods. A small

town with no stoplights on Main

Street.

Correction: She was born in Northwoods. It is a

small town with no stoplights on Main Street.

Read the following short essay and underline the nine fragments. The first one has been done for you.

My "To Do" List

I start off every weekend with a long "To Do" list. And lots of energy. On Friday night, I reward myself by relaxing. I might watch a movie or go out with my friends. Or even stay home and read a book.

When Saturday morning rolls around, I take advantage of the opportunity to sleep in. By noon I'm up and ready to tackle the items on my list. I do a load of laundry and then head for the grocery store. Where I spend time looking at all the luscious tropical fruits and choosing some for my Sunday breakfast.

During the late afternoon. I finish the laundry and usually discover my energy level has dropped. I'm going out later, so I take a quick nap. Although I haven't finished my chores. Suddenly, it's Sunday. Before I know it. I read the paper and enjoy a leisurely breakfast. I check my "To Do" list to see what else I can accomplish. But I'm always shocked. Here it is, mid-afternoon on a Sunday. Too late to start a new project. I might as well finish reading the paper. And think about writing a new list again next week. Where does weekend time go?

17.3.3 Sentence Punctuation

Sentence punctuation helps you create the meaning you want. It also tells readers how to read a sentence, so learning how to use punctuation correctly is essential. Listed here are six of the major punctuation marks that you will need to write correct sentences—period, comma, semicolon, colon, apostrophe, and quotation marks. If you want more detailed information than you find here, it is a good idea to consult an in-depth style and writing guide or grammar reference.

1. Period

- Indicates a full stop at the end of a sentence
 I am thinking about going to graduate school next year.
- Used at the end of an abbreviation
 Dr. Ballard has a Ph.D. in linguistics.

2. Comma

- Separates items in a series
 We have meat, cheese, and bread for lunch.
- Separates independent clauses connected by a coordinating conjunction
 The car needs gas, but it does not need any windshield wiper fluid.

- Separates phrases or dependent clauses before independent clauses
 Even though they have two biological daughters, they are adopting another daughter.
- Sets off non-restrictive elements

Mr. Lantern, owner of the corner bakery, just sold his shop and retired.

· Sets off direct quotations

"Dan," she said, "please don't forget to mail these letters."

3. Semicolon

- Separates two independent clauses with related information Joey came on Saturday; Bobby will come tomorrow.
- Separates two independent clauses connected by an adverbial conjunction or transition

Last week they bought a plane ticket to Los Angeles; however, today they changed their minds and decided to drive there instead.

· Separates items in a list whose items contain commas

Please be sure to bring your passport, if it is current; your inoculation card, which must be certified; and your admission letter, which needs to be stamped and signed by the school official.

4. Colon

Introduces information in a list

The cost of the trip includes the following: round trip airfare, hotel accommodations, transportation charges, and all meals.

Introduces an explanation of the first clause

Most of the students share a common goal: they want to improve their writing.

5. Apostrophe

· Indicates omissions in contracted forms

He's coming, but we've heard that before, haven't we?

Shows possession

Would you please return Juan's book to him?

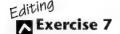
6. Quotation Marks

Indicate the beginning and end of a direct quote

An important leader in the American Revolution, Patrick Henry said, "Give me liberty or give me death."

Indicate the title of a short work

Have you ever read Franz Kafka's short story "Metamorphosis"?



Insert correct punctuation in the sentences below and change the incorrect punctuation. When you insert a period, be sure to capitalize the first word of the next sentence. There may be more than one way to punctuate some sentences.

Dream Analysis

I have just finished reading an article called Living in a Dream World by Dr. Carl Young in *Psychology: It's All in Your Mind* magazine. This article explains a great deal about dreams for example it explains that all dreams are not equal in importance. Dreams that have importance will remain in a persons memory for years dreams that have little or no importance are easily forgotten.

In order to analyze one's dreams, it helps to recall the following the people, animals, or objects in the dream, the mood; the atmosphere; and any color in the dream it was surprising to discover that not all people dream in color.

Dreams and their meanings differ from person to person however, there are common themes. A dream about a bird may represent freedom a dream about insects may represent the dreamers hard work; a dream about floating down a river may refer to the passage of time in the dreamer's life.

After I finished reading the article I realized that a person's dreams are an emotional barometer of sorts that should be explored in order to learn what messages the unconscious mind is sending the conscious one.

CHAPTER QUIZ

- **Exercise 8** For each item, read the first sentence and determine whether it contains any errors. Then read the three choices and circle the letters of all the correct revisions. Be prepared to explain your answers.
 - 1. Whenever I see an ATM, I am tempted to withdraw funds.
 - A. I see an ATM, I am tempted to withdraw funds.
 - B. Whenever I see an ATM; I am tempted to withdraw funds.
 - C. No changes
 - 2. Harrison Loechler is a felon, he is also an identity theft specialist.
 - A. Harrison Loechler, a felon, is also an identity theft specialist.
 - B. Harrison Loechler is a felon and an identify theft specialist.
 - C. No changes
 - 3. People need to safeguard their ATM cards and Social Security numbers. Because identity theft is becoming more widespread.
 - A. Because identity theft is becoming more widespread, people need to safeguard their ATM cards and Social Security numbers.
 - B. Because identity theft is becoming more widespread people need to safeguard their ATM cards and Social Security numbers.
 - C. No changes
 - 4. I get nervous. Every time I buy something online.
 - A. I get nervous every time I buy something online.
 - B. Every time I buy something online; I get nervous.
 - C. No changes
 - 5. You are the perfect person for this security job you have all the qualifications.
 - A. You are the perfect person for this security job; you have all the qualifications.
 - B. You are the perfect person for this security job, you have all the qualifications.
 - C. No changes
 - 6. The U.S. government publishes a pamphlet to help consumers learn about the crime of identity theft. It provides detailed information to help deter, detect, and defend against identify theft.
 - A. The U.S. government publishes a pamphlet to help consumers learn about the crime of identity theft, it provides detailed information to help deter, detect, and defend against identify theft.

- B. The U.S. government publishes a pamphlet to help consumers learn about the crime of identity theft, provides detailed information to help deter, detect, and defend against identify theft.
- C. No changes
- 7. A common method of identity theft is called phishing. Thieves phish. When they do this. They pretend to be financial companies. They send spam. The purpose of this spam is to get you to reveal your personal information.
 - A. A common method of identity theft, is called phishing. When phishing, thieves pretend to be financial companies, They send spam to get you to reveal your personal information.
 - B. A common method of identity theft is called phishing. When phishing, thieves pretend to be financial companies and send spam to get you to reveal your personal information.
 - C. No changes
- 8. Another method that identity thieves use is referred to as skimming, a process in which thieves steal credit or debit card numbers by using a special storage device, when they are processing your card for a legitimate business transaction.
 - A. Another method that identity thieves use is referred to as skimming, a process in which thieves steal credit or debit card numbers by using a special storage device when they are processing your card for a legitimate business transaction.
 - B. Identity thieves use another method. It is referred to as skimming. In this process, thieves steal credit or debit card numbers. They do this by using a special storage device. When they are processing your card for a legitimate business transaction.
 - C. No changes

ORIGINAL WRITING

| Exercise 9 | Write a paragraph describing one of your dreams. (If you can't remember one, dream one up!) Before you begin writing, review the sentence types and the ways you can add variety to your writing. Try to use all three sentence types. When you finish, edit your writing for correct grammar and punctuation. Exchange paragraphs with a partner and check each other's work for correct sentence types and sentence variety. |
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Parallel Structure

In this chapter, you will review and practice using grammatical structures to make your writing balanced. Balancing the grammatical structures of words, phrases, clauses, or sentences in your writing is called <u>parallel structure</u>. It gives coherence to your writing, and you can use it to link ideas. Structures that are connected with coordinating conjunctions or correlative (paired) conjunctions are written in parallel form, and writers often emphasize parallel structure through comparisons and repetition. This chapter offers practice that will improve your writing through the use of parallelism.



CHECK YOUR GRAMMAR

Two of the five underlined phrases contain an error related to parallel structure. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Left-Hemisphere Dominance

Generally speaking, the left hemisphere in most people appears to be dominant for language abilities: <u>speaking</u>, <u>reading</u>, <u>and written</u>. The <u>hemisphere of the left</u> also appears to be dominant for tasks requiring <u>logical analysis</u>, <u>problem solving</u>, and mathematical computations.

From: Jeffrey S. Nevid (2007). Psychology Concepts and Applications. Boston: Houghton Mifflin, p. 71.

18.1 | Parallel Words

Good English writers make the following elements parallel:

- Words that are paired (tall and slim: both are adjectives)
- Items of equal rank (animal, vegetable, and mineral: all three are nouns)
- Items in a series (bike, swim, and run: all three are verbs)

6

Using multiple items that are grammatically parallel makes writing sound better by providing a better balance for the sentence. Consider the difference that one extra adjective makes in the following two sentences:

Students returning to school on Monday were greeted by **clogged** *streets and garages* as the roughly 8,000 parking spaces quickly filled up.

Students returning to school on Monday were greeted by **clogged** *streets and* **packed** *garages* as the roughly 8,000 parking spaces quickly filled up.

In the second example the adjectives *clogged* and *packed* are synonyms, but they are not redundant. Together, they are balanced. Each adds a special "flavor" to the sentence that makes the writing sound better. We see the parallel structure in the prepositional phrase: preposition + adjective + object + and + adjective + object.

In parallel structure, you balance nouns with nouns, verbs with verbs, adjectives with adjectives, and so forth. Here are some examples.

1. Words connected with coordinating conjunctions: for, and, nor, but, or, yet, so. (See Appendix 4, p. 299.)

My favorite subjects are history, psychology, and math. (3 nouns)

The dentist did not let me eat or drink anything for at least an hour. (2 verbs)

Their wedding day was beautiful, bright, and festive. (3 adjectives)

The ambassador spoke quietly yet forcefully. (2 adverbs)

2. Words connected with correlative conjunctions. (These conjunctions work only in pairs, such as *both/and*, *neither/nor*.)

I like *neither* Vivaldi *nor* Mozart. (2 nouns)

To succeed in this job, you must both learn fast and work hard. (2 verb phrases)

The morning dawned *not* foggy *but* clear, *not* humid *but* dry. (4 adjectives)

Two subjects connected by both ... and take a plural verb.

Both my plane ticket and my passport were lost. (2 subjects)

| Exercise 1 | As you read the paragraph, circle and identify the seven examples of parallel structure: |
|------------|---|
| | adjectives (3), adverbs (1), noun/pronoun (1), and verbs (2). The first one has been done |
| | for you. |

| 1. <u>adjectives</u> | 3 | 5 | 7 |
|----------------------|---|---|---|
| 2 | 4 | 6 | |

Choosing a Career

Choosing a career is at the same time both exciting and frightening. On one hand, it is exciting because there are so many professions and fields from which you can choose. On the other hand, it is frightening because if you make a mistake, decide on the wrong career, and find yourself with a lousy job, you may be unhappy or frustrated for your entire working life. Clearly, it is important to consider your options

(continued)

completely and thoroughly before making the final decision. To find the perfect job, you should both research your field of interest and talk to a career counselor to help make the correct choice. However, your ultimate career choice must be based on personal, professional, and financial reasons that make sense to you. This life-altering decision matters so much because it will affect not only you but also your family.

18.2 Parallel Phrases

Phrases, as well as words, must be balanced in your writing. Be sure to balance like elements: prepositional phrases with prepositional phrases, infinitive phrases with infinitive phrases, and gerund phrases with gerund phrases. Phrases may be joined with coordinating conjunctions or correlative conjunctions. Here are some examples.

Phrases connected with coordinating conjunctions:

The cat climbed over the fence, up the tree, and onto the roof of the house next door. (3 prepositional phrases)

The judge told her to take the stand and to tell the truth. (2 infinitive phrases)

They usually spend their weekends entertaining their friends or fixing up their house. (2 gerund phrases)

2. Phrases connected with correlative conjunctions:

His satisfaction lies not in his title but in his daily work. (2 prepositional phrases)

They can't decide whether to take a cruise or to go on a safari. (2 infinitive phrases)

His idea of a relaxing evening is *either* biking around the island *or* watching the sun set over the lake. (2 gerund phrases)





As you read the paragraph, underline the seven parallel words and phrases. Then locate and correct the three errors.

Cloud Types

How much do you know about the clouds you see in the sky every day? Clouds are defined by their general appearance and by their altitude in the atmosphere. Cloud types include cirrus, stratus, and cumulus. There are three basic cloud levels: under 10,000 feet, between 10,000 and 20,000 feet, and higher than 20,000 feet. Nimbus clouds produce precipitation and can tower up to 60,000 feet. Learning these few terms and to gaze at the sky are all that you will need to begin impressing your friends and family. Once you have learned the cloud classification system and the weather associated with specific cloud types, you can begin to predict the weather and matching skills with your local TV meteorologist!

18.3 | Parallel Clauses

In your writing, be sure to balance noun, adjective, and adverb clauses to give them equal weight. Use coordinating and correlative conjunctions to join your clauses. Study the examples below.

1. Clauses connected with coordinating conjunctions:

Unfortunately for all of us, what she says and what she does are very often two different things! (2 noun clauses)

I am a person who works hard and who gets along well with others. (2 adjective clauses)

Are you staying home because you are tired or because it is a school night? (2 adverb clauses)

2. Clauses connected with correlative conjunctions:

He appreciated *neither* what she said *nor* how she said it. (2 noun clauses)

She's asking not where he went but when he went. (2 noun clauses)

They won the contract *either* because they bid low *or* because they knew someone on the committee. (2 adverb clauses)

For the following paired correlative conjunctions, the subject closer to the verb determines whether the verb is singular or plural.





Not only my parents but also my brother visits Colorado every winter.

Either my brother or my parents are coming to Colorado to visit this winter.

Neither my sister nor her son has ever been to Colorado.

Editing

Exercise 3

As you read the paragraph, study the underlined words, phrases, and clauses. Then locate and correct the five errors in parallel structure.

Diet and Exercise

What people eat and how much they are exercising are two factors that determine their overall health. Eating a diet of foods that supply inadequate nutrients and that contain high amounts of refined carbohydrates leads to weight gain and increased risk of heart disease, diabetes, and getting cancer. Thus, it is important to eat not only a wide variety of fresh fruit and vegetables every day but also grains, proteins, and so-called healthy fats. Many people also suffer poor health because they fail to exercise or to be active. Failing to exercise because they do not have enough time or that they find it boring is probably the biggest problem they face. However, time and being bored are not reasons to give up but hurdles that they have to overcome.

18.4 Parallel Sentences

Finally, balancing sentences with sentences adds parallelism to your writing. Just like words, phrases, and clauses, sentences can be joined with coordinating or correlative conjunctions. (See Chapter 17 for information about sentence types.)

1. Connected with coordinating conjunctions:

One day he was there, and the next day he was gone. (simple)

He was tired, and he looked ill, so I urged him to see a doctor, and he saw one the next day. (compound)

If you leave now, you can still catch a bus, but if you stay, you'll have to take a cab home. (complex)

2. Connected with correlative conjunctions (often sounds formal):

Not only does she hold a full-time job Monday through Friday, but she also volunteers at a hospice on weekends.

Either he turns in his report tomorrow or he starts looking for a new job.

Nor is most commonly used with neither as a correlative conjunction.

Neither he **nor** I can come to the party.

| | We decided to abandon the idea of buying a house, for the prices had risen dramatically and were now out of our range. |
|---------------------|--|
| Exercise 4 | Add a clause to each of the incomplete structures below in order to make each structure parallel. The first one has been done for you. |
| | 1. The first exercise in the unit was easy, but _the rest were hard. |
| | 2. The idea of parallel structure makes sense, and it's almost formulaic, |
| | 3. Either the grammatical structures are balanced or |
| | 4. Not only do instructors mark down for errors in parallelism, but |
| | 5. If you proofread your work, you'll catch your mistakes, but |
| Editing Exercise 5 | Rewrite these sentences to make their elements parallel. 1. The Great Plains is a vast, relatively flat region, and the region has no trees that stretches from north to south across the center of the nation. |
| | The buffalo provided most essentials: meat, clothing and shelter, bones and horns were made into implements, and even fuel for fires. |
| | 3. Women raised corn and squash and gathered wild fruit and vegetables, and men did the hunting and went fishing near their village and cultivated tobacco. |
| | |

For as a coordinating conjunction means because and is considered formal usage.

| | 4. A Plains Indian lesson on sharing is "When you see a boy barefooted and lame, take off your moccasins and give them to him. If you see a boy hungry, you should bring him to your home and give him food." |
|---------------------|--|
| | 5. Most white Americans believed that land was a commodity to be bought and sold and that land was to be used but not individually owned was a tradition believed by Native Americans. |
| Editing Exercise 6 | Edit and then rewrite the following sentences. Use correlative conjunctions (paired) to make the grammatical structures in each sentence parallel. 1. Almost half of the students in Section 003 of Freshman Composition neither showed up for the final nor did they turn in their five required essays. |
| | The composition instructor was not only a knowledgeable teacher but also fair. |
| | 3. It would be best if you included sources for your topic both from the Internet and used the university library. |
| | The student received a zero for plagiarizing not an essay but for plagiarizing a research paper. |
| | 5. The students need to either choose a research topic or they should ask the instructor to assign one. |
| | |

6. Both the type of test and how long it is are important considerations when studying for an exam.

18.5 Parallel Comparisons

When you make comparisons using parallel structures, use these expressions:

er / more / less ... than as ... as the same as

Remember that the items you are comparing must have the same grammatical structure.

Incorrect: Going to a movie is more expensive than to rent a video.

Correct: Going to a movie is more expensive than renting a video.

Incorrect: Investing in his company is the same as to throw your money away.

similar to

Correct: Investing in his company is the same as throwing your money

away.

When you use parallelism in comparisons, the comparisons must follow these rules.

1. Comparisons should be complete. Repeat the whole parallel structure in each item and include all the comparison words.

Incorrect: I am happier at my new job.

Correct: I am happier at my new job than at my old one.

Correct: I am happier at my new job than I was at my old one.

Incorrect: I can't believe you lost. You played as well, if not better than your

opponent.

Correct: I can't believe you lost. You played as well as, if not better than your

opponent.

Incorrect: Stan Johnson is taller than anyone on the team. (He is on the team, so

he can't be taller than anyone on the team.)

Correct: Stan Johnson is taller than anyone else on the team.

Correct: Stan Johnson is taller than any other player on the team.

2. Comparisons should be clear. Make sure the meaning of your comparison is obvious.

Incorrect: I think your boss likes Angela more than you. (Does this mean more than

you like Angela or more than your boss likes you? The meaning is unclear.)

Correct: I think your boss likes Angela more than you like Angela.

Correct: I think your boss likes Angela more than your boss likes you.

3. Comparisons should be between similar items. The comparison must make sense.

Incorrect: The cost of a house in Mississippi is less than Texas. (House and Texas

are not similar.)

Correct: The cost of a house in Mississippi is less than one in Texas.



Incorrect: Popular music in the United States is similar to your country. (Music

and your country are not similar.)

Correct: Popular music in the United States is similar to music in your

country.

Editing Exercise 7

Edit and then rewrite the comparisons in the following sentences to make each sentence parallel. The first one has been done for you.

| 1. | Some students are better at learning languages. |
|----|---|
| | Some students are better at learning languages than are other students. |
| 2. | Writing in a second language is usually more difficult than to speak. |
| 3. | The book that you used in your grammar class is similar to my class. |
| 4. | The writing homework was as difficult today as yesterday. |
| 5. | I think I prefer listening to language CDs more than you. |
| 6. | The rules for using semicolons in English are almost the same as Spanish. |
| | |

Exercise 8 Use the phrases below to write sentences containing comparisons. Have a partner check your sentences for parallel form. The first one has been done for you.

1. my strengths / my weaknesses

I think my public speaking strengths are more obvious to people than my weaknesses are.

| 3. | informative speeches / persuasive speeches |
|----|--|
| 4. | community college speech courses / community college writing courses |
| | |
| 5. | planning a speech / presenting a speech |
| 6. | good public speakers / poor public speakers |

18.6 Parallel Repetition

Parallel repetition means repeating articles, prepositions, to before a verb, or other words to emphasize parallel structure. This repetition can help make the parallel items clear and eliminate omissions or potential awkwardness from your writing. When you repeat articles or prepositions, you add clarity to a series of items. The repeated word must appear with each item, not just with two of three items.

At the same time, parallel structure makes repeating some words unnecessary. In general, avoid repetition when it makes your writing too wordy. Compare the examples below.

Articles

Possible: For the first time in his life he had a good job, a home, and a family.

Possible: For the first time in his life he had a good job, home, and family.

Incorrect: For the first time in his life he had a good job, a home, and family.

to before a verb

Possible: Now is the time to organize, to plan, and to act.

Possible: Now is the time to organize, plan, and act.

Incorrect: Now is the time to organize, plan, and to act.

Prepositions

Possible: She told her son to play ball not in the living room but in the yard.

Relative Pronouns

Possible: The candidate believes that this country is ready for change, that

the people are willing to sacrifice, and that there can be no change

without sacrifice. (Repeated that makes the grammar clear.)

Weak: The candidate believes that this country is ready for change, the

people are willing to sacrifice, and there can be no change without

sacrifice. (Long sentence may increase confusion.)

Subjects

Possible: In her mind, life was an adventure or simply wasn't worth living.

Better: In her mind, life was an adventure or life simply wasn't worth living.

(Repeated subject improves clarity.)

Wordiness

Weak: My editor is good at researching background facts, researching

hard-to-find material, and researching information just published.

(Repeating researching causes wordiness.)

Better: My editor is good at researching background facts, hard-to-find

material, and information just published. (Statement is more concise and

still clear.)

When you write a paragraph, especially one of comparison/contrast, repeating parallel structures can help you develop the main idea. You may use parallel structure in all or in only some sentences of your paragraph. Study the examples of parallel structure in the following paragraph.

There are several differences between living in an apartment and living in a house. One difference is privacy. Living in a house offers a person more privacy than living in an apartment does. Another difference is maintenance. Living in a house



(continued)



requires the tenant to make all repairs and upkeep, but living in an apartment puts responsibility for upkeep on the landlord. A third difference is cost. Not only is living in a house usually more expensive than living in an apartment in terms of rent, but it also costs more to furnish and to keep up a house than it does an apartment.



Exercise 9

Edit the following sentences, adding or eliminating repetition, to improve the parallel structure.

| 1. | The lawyers were relieved to learn that Mr. Owens, the former executive director, had come, that he had signed the agreement, and had left without incident. |
|----|---|
| 2. | They had presented a list of issues, possible resolution, and deadline which were all acceptable to their client. |
| 3. | Mr. Owens went to his attorney's office, and Mr. Owens made an appointment for both himself and his wife. |
| 4. | His wife is amazing—look at the way she handles the responsibility of home, the responsibility of work, and the responsibility of volunteering amid all this turmoil. |
| 5. | Mr. Owens told us that he couldn't come to next week's board meeting and he had reasons he couldn't come to next week's board meeting. |
| 6. | Mr. Owens lost the respect of the board, not because he wasn't working hard but his employees weren't. |
| | |

Editing Exercise 10

Read the following excerpts from famous speeches, noting the underlined structures.

Locate the nine errors in parallelism and correct them by rewriting the structures, adding or deleting words as necessary.

- 1. Patrick Henry to the Second Virginia Convention on March 23, 1775:
 - "... Sir, we have done everything that could be done to avert the storm that is now coming on. We have petitioned; we remonstrated; we have supplicated; we have prostrated ourselves before the throne and have implored its interposition to arrest the tyrannical hands of the Ministry and Parliament.
 - ... The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. I know not what course others may take, but as for me—give me liberty or you can give me death!"
- 2. Abraham Lincoln at the dedication of a cemetery in Gettysburg, Pennsylvania, on November 19, 1863:
 - "... We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live.... But in a larger sense, we cannot dedicate, we cannot consecrate, this ground cannot be hallowed by us....

 It is rather for us to be here dedicated to the great task remaining before us ... that we here highly resolve that these dead shall not have died in vain, that this nation under God will have a new birth of freedom, and government of the people, by the people, and for people shall not perish from the earth."
- 3. John F. Kennedy at his inauguration in Washington, D.C., on January 20, 1961:

"We observe today not a victory of party but a celebration of freedom.... <u>Let us</u> never negotiate out of fear, but <u>let us</u> never fear to negotiate.

<u>Let both sides</u> explore what problems unite us instead of belaboring those problems which divide us. <u>Let both sides</u> seek to invoke the wonders of science instead of its terrors.... <u>The energy</u>, <u>the faith</u>, <u>devotion</u> which we bring to this endeavor will light our country and all who serve it, and the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you are able to do for the country."

- 4. Robert F. Kennedy at a rally informing the audience that Martin Luther King, Jr., had been assassinated on April 4, 1968:
 - "... What we need in the United States is not division; what we need in the United States is not hatred; what the United States needs is not violence or lawlessness; but love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or they are black."

CHAPTER QUIZ

Exercise 11 Circle the letter of the correct answer. Be prepared to explain your answers.

| | and | , but I was not able to reach her | on e | ither day | | |
|----|------|---|--------|--------------------------------------|--|--|
| | | and, but I was not able to reach her on either day. | | | | |
| 4 | A. | again on Tuesday | C. | I called again on Tuesday | | |
| | B. | Tuesday again | D. | I called again Tuesday | | |
| 2 | | her cell phone her e-mail v | vere | out of service. | | |
| | A. | Not only but also | C. | Both and | | |
| | B. | Not but | D. | When and | | |
| 3 | | Erica's parents' number he | r last | apartment telephone number was | | |
| | рго | grammed into any of the three cell phone | es tha | at I own. | | |
| | A. | Either nor | C. | Both and | | |
| | В. | Neither nor | D. | Perhaps and | | |
| 4. | Wh | en I sent her an e-mail, a message came to | o me | saying that her e-mail inbox had | | |
| | mo | re messages | | | | |
| | A. | than it would allow | C. | would allow than it | | |
| | B. | than would allow it | D. | would it allow than | | |
| 5. | She | has time, money, and | | technology to keep in touch | | |
| | wit | h everyone, but she chooses not to do thi | s. | | | |
| | A. | the the the | C. | the ø the | | |
| | В. | ø ø the | D. | ø the ø | | |
| 6. | In o | order to speak with her today, I am willing | g to c | drive to her place of employment. | | |
| | Uni | fortunately, I have no idea where she | | ·ė | | |
| | A. | both works | C. | but works | | |
| | B. | or works | D. | works | | |
| 7. | Му | communication preferences may be diffe | erent | from most people's, but my three | | |
| | fav | orite ways to communicate are | | | | |
| | A. | meeting face-to-face, sending e-mail, | C. | to meet face-to-face, to send e-mail | | |
| | | and to use voicemail | | and using voicemail | | |
| | B. | to meet face-to-face, to send e-mail, | D. | meeting face-to-face, sending | | |
| | | and to use voicemail | | e-mail, or using voicemail | | |

| 8. | Without a doubt, everyone understands that staying in touch with family and | | | | | | |
|----|---|--------------------|----|-------------------------------|--|--|--|
| | | is important. | | | | | |
| | A. | friends | C. | staying in touch with friends | | | |
| | В. | touch with friends | D. | to stay in touch with friends | | | |

ORIGINAL WRITING

| Exercise 12 | Imagine you are running for a school office such as class president. Write a speech presenting your view of an issue or offering solutions to an issue important in your school. Examples of issues are increased tuition, large class sizes, or limited parking. Before you begin, make a list of some parallel structures you want to include in the speech. In your speech, underline the parallel structures you were able to use from your list. Exchange paragraphs with a partner and check each other's work for correct parallel structure. |
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Confusing Words and Structures

In this chapter, you will review and practice words that can confuse writers and speakers of English.



CHECK YOUR GRAMMAR

Two of the five underlined phrases contain an error related to <u>confusing words and structures</u>. Can you explain why each of these underlined areas is (or is not) wrong? Discuss with a partner.

Time

Each of us has an idea of what <u>time</u> is, but most of us have never really learned a proper definition. We cannot <u>look</u> time; however, we certainly know that it exists. We may know that events are affected by <u>times</u>, but a clear definition may elude us. We <u>feel</u> that we know what <u>time</u> is, but defining it is difficult.

Adapted from: J. T. Shipman, Wilson, J. D., and Todd, A. W. (2003). An Introduction to Physical Science, 10th ed. Boston: Houghton Mifflin, p. 6.

19.1 Verb Pairs

Verb pairs can be confusing. Take some time to study and review these pairs. Then do the exercises that follow.

(fall) fell / fallen = to collapse, drop, or go down

She **fell** off a ladder while she was trimming the trees in her yard.

Before the leaves had fallen, it snowed.



(feel) felt / felt = to sense or touch; to believe; to be affected by She felt a sharp pain in her ankle when she hit the ground. They feel they are learning a lot in that class.

borrow = to ask for temporary use of something from someone; to take Can I borrow your car this weekend? I borrowed twenty dollars from him until next Tuesday. lend = to allow temporary use of something by someone; to give She lent me her car for the entire weekend. Could you lend me twenty dollars until next Tuesday?

(lie) lay / lain (intransitive verb—does not take an object) = to recline He lay on the ground after being hit by an opposing team member. I'm tired. I'm going to lie down and take a short nap.

(lay) laid / laid (transitive verb—takes an object) = to place or put Every night he lays his clothes out for the next day. I know I laid my keys on the counter when I came in. Where are they?

make = to build or construct; to create or produce; to change something To make you happy, I made you a sandwich. We need to make plans for our new business if we intend to make any money.

do = to perform or accomplish something; to talk about actions or work Could you do me a favor and do the shopping for me this weekend? What does he do for a living? I think he does interior decorating.

must not = to prohibit

You must not let your passport expire.

do not have to = to be optional or unnecessary

You don't have to live on campus when you study, but dorms are available. (NOTE: Must and have to are very similar in meaning in the affirmative)

(raise) raised / raised (transitive verb—takes an object) = to increase; to lift or move something to a higher position

Gas station owners raised the price of gas by fifty cents almost overnight.

They play the national anthem whenever they raise the flag.

(rise) rose / risen (intransitive verb—does not take an object) = to increase; indicates that something moves to a higher position

Gas prices rose by fifty cents almost overnight.

The sun **rises** a few minutes earlier every day until the summer solstice.

say = to speak (used without an indirect object); does not indicate who the listener was

They said that they were going to come over about 6:30 tonight.

tell = to speak (used with an indirect object); indicates who was listening; expressions include *tell a lie*, *tell the truth*, *tell the time*, *tell a story*

They **told** me that they were going to come over about 6:30 tonight.

see = to use one's eyes (involuntary action)

I saw the accident while I was waiting for the light to change.

look = to use one's eyes (voluntary action); focus is on the object; shorter duration than *watch*

We looked at six new houses that were on the market.

Could you look at my paper and correct the errors?

watch = to use one's eyes (voluntary action); focus is on what the object is doing; longer duration than *look*

We watched that new TV program last night.

I don't want the soup to boil over. Could you watch it while I answer the phone?

used to (+ VERB) = to no longer occur or happen (indicates change)

We used to watch the news on ABC, but now we watch CBS.

He didn't use to come to work so early. It's 7:15, and he starts at 8:00.

be/get used to (+ NOUN or NOUN equivalent) = to become accustomed to or familiar with something

After living in Alabama for ten years, I'm used to hot, humid weather.

They arrived here only two weeks ago. They still need to **get used to** hearing English all the time.

waste = to use something unwisely or foolishly

Please turn off the lights when you're not in the room. You're wasting energy by leaving them on.

He sat in my office and wasted half an hour of my time chatting about his dog.

lose = to be unable to find or locate; to not win

It's easy to lose money if you don't invest wisely.

They **lost** the game by two points in the last ten seconds of the final quarter.

Exercise 1 As you read the essay, underline the correct verbs in parentheses. The first one has been done for you.

Colorado Trip

Last summer we (did, made) plans for a trip out west to Colorado. We stopped along the way to enjoy all the outdoors had to offer. From our camper in Denver, for example, we could (watch, see) the Rocky Mountains. They were absolutely 2 majestic—(rising, raising) mightily from the land, standing tall and stately, looking 3 powerful against the piercing blue Colorado sky. Looking at them (did, made) me 4 (feel, fell) as though I were experiencing nature for the first time.

It was only then that we discovered we had forgotten our camera. I don't know why we forgot—we (were used to traveling, used to travel) more than we have

6
lately, so maybe we just got out of the habit of packing the camera. I thought I had
(said, told) my husband, Dennis, to pack it, but he (said, told) he hadn't heard me

7

8
(say, tell) anything about it.

I (felt, fell) awful, but we decided not to (lose, waste) time worrying about it. If we 10 11 couldn't (borrow, lend) a camera from my sister, who lived in nearby Westminster, then 12 we would simply buy a new one. After all, our purpose in traveling to Denver was to capture the natural beauty of one of America's western states.

Our vacation was wonderful and we (watched, saw) many beautiful places

13
besides Colorado. We (looked, watched) the sun set over rivers, valleys, and

14
mountains all across the West and (saw, looked) it (raise, rise) in the early morning

15
16
stillness that (lay, laid) at the edge of forests and woods. We sat in silence, listening

17
to the sounds of nature: water flowing over rocks in a stream, birds calling, and
small animals scurrying about unseen, in search of food.

(continued)

If you ever get the chance to go camping, you (must not, don't have to) pass 18

it up. Don't (lose, waste) time trying to decide whether it will be a worthwhile 19

opportunity—it will! Camping taught us a great deal. What we brought back with us, along with our pictures and memories, was a renewed interest in nature. We're not (losing, wasting) any time planning our next trip. In fact, once we returned 20 home, we got out the atlas right away!

Exercise 2 Put the following list of words, phrases, and expressions in the correct columns below. Then, on separate paper, use three words or phrases from each column in sentences. Suggestion: This is not an easy exercise. Consult a dictionary, an English speaker, or a web source for help.

| the laundry | for a living | plans for tonight | money | homework |
|--------------|----------------|-------------------|-------------------|----------------|
| coffee | a living | a good job | one sick | so much noise |
| a term paper | the shopping | dinner | a key word search | new friends |
| a phone call | some yard work | trouble | well on an exam | the dishes |
| a mistake | good time | bread | up an exam | an enemy |
| fun of | a face | a favor | angry | something over |
| a salad | housework | time in jail | math | someone happy |

| DO | MAKE |
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| the laundry | |
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19.2 The Verb get

It is very easy to confuse some verbs because they are used in idiomatic expressions and thus have multiple meanings. One of the most problematic of all verbs in English is *get*.

get meaning arrive (get + TO + PLACE; get + HOME)

What time does your plane get to Atlanta?

When did you get home?

get meaning become (get + ADJECTIVE)

Are you getting hungry?

She got excited about the party.

(ALSO: get sick, get sleepy, get angry, get upset, get engaged, get married, get divorced, get busy, get tired, get well)

get meaning receive (get + NOUN)

He's getting a raise.

I got a letter from Mom today.

(ALSO: get a ticket (meaning: a citation from the police), get a job, get a new car, get some news, get a call)

get meaning to cause something to happen (get + PRONOUN + INFINITIVE)

I got them to reduce my taxes.

We got her to reconsider taking the job.

Special expressions:

I got up late today.

He got off the plane at 6:00.

(ALSO: get on the bus, get over an illness, get out of the car, get in trouble, get with something, get behind in work, get off work)

Although the word *get* is extremely common, avoid using this word in formal writing. Instead, use one of its more specific synonyms. For example, write *become weak* instead of *get weak*.

Exercise 3

Answer the questions, using the verb *get* as defined in Section 19.2. Use the pronoun *I* to begin each sentence. The first one is done for you.

1. When did you arrive?

I got here late last night.

2. When did you receive your degree?

3. When did you become ill?4. What time did you finish work last night?5. When did you have Alex paint your house?

19.3 Verb + Object + Base Verb

A confusing English structure for some writers is two consecutive verbs. If two verbs are near each other in a sentence, the most common pattern uses an infinitive for the second verb: verb + infinitive.

If you want to succeed in business, you must have a solid plan and be ready to work.

If you want me to assist you with any of the work, call me on my cell phone.

However, three verbs—make, have, let—are followed by only the base form of the verb:

make: The boss made us all work late.

have: Mike had Nancy complete the final inspection forms because

everyone else was busy.

let: I let the children stay up late tonight.

In addition, verbs of perception—see, hear, watch, feel—are often followed by the base form of the verb:

see: I saw Josh leave the party.

hear: The flight attendant heard the young passenger scream.

watch: The police officers watched the man break into the house.

feel: During the earthquake, we felt the building move violently.

Verbs of perception may be followed by a gerund (-ing form) to emphasize the length or repetition of the action:

hear: The flight attendant heard the young passenger screaming.

feel: During the earthquake, we felt the building moving.

- **Exercise 4** Use the words given to write sentences telling what mothers usually do for their children. Include the words *mothers* and *their children* in each sentence. The first one is done for you.
 - 1. make / eat / spinach Mothers make their children eat spinach.
 - 2. sometimes let / watch / scary movies on TV

- 3. have / clean up / their own rooms
- 4. make / do / all of their homework
- 5. have / call / if they are going to be late
- 6. never / let / play outside in bad weather

19.4 Nouns

When nouns have similar forms or similar meanings, it is easy to get them confused. Understanding the difference between *count* nouns and *noncount* nouns will help you use nouns correctly in your writing.

As we saw in Chapter 1, count nouns can be counted. They have two forms: singular and plural.

Could you give me an example of a past tense verb?

Could you give me three examples of confusing verbs?

Noncount nouns *cannot* be counted. They have only one form. We don't use noncount nouns with words that indicate singular or plural.

Correct: The sand on this beach is unusually dark.

Incorrect: The many sands on this beach are unusually dark.

Here is a list of frequently used count nouns and noncount nouns, with their definitions and examples of how they are used.

history (noncount) = events that happened in the past

They say that **history** repeats itself.

story (count) = literature; retelling of something

Did you read the story on the front page?

time (noncount) = quantity, period, or duration of minutes, hours, months, etc.

There isn't enough time to accomplish all the tasks on my list.

time(s) (count) = separate occasions, experiences

We had a good **time** at the party last night.

I've asked him for his e-mail address at least three times.

news (noncount) = information about events
 I saw the news about the war on TV.
information (noncount) = knowledge, facts
 Could you give us some information about your new restaurant?

work (noncount) = occupation
I love my work and the people I work with.
works (count) = product, creation
They have two works of art from Picasso displayed.

homework (noncount) = assignment to be completed at home There's too much **homework** to do in an hour!

number (count) = numeral
 Big bold numbers on their hats identified the team players.
 a number (+ plural; noncount) = several, many (unspecified number)
 You have a number of options to consider.
 the number (+ singular; noncount) = the total, unspecified
 The number of people coming is small.

Exercise 5 Complete the sentences using nouns from Section 19.4. The first one has been done for you.

| Gifted Education Program |
|--|
| I read an interesting <u>story</u> in the newspaper this morning. It was |
| about a person who spends most of her working with children from a local elementary school. |
| It seems of children in the school are gifted and, thus, are way |
| ahead of their classmates. For example, one gifted child was known for finishing his |
| so quickly that his teachers couldn't find any to 4 challenge him. |

(continued)

| Apparently, this reached a local artist who then volunteered |
|---|
| 6 |
| to come into the classroom three a week to work with the gifted |
| 7 |
| students. She helps them to create their own of art, which they |
| 8 |
| display on the walls throughout the school. Others see these art displays; as a result, |
| of children interested in participating in the program has grown. |

19.5 Pronouns and Contractions

Pronouns that have similar spellings can be easily confused. Study the meanings and examples of the following pronouns.

its = possessive form of it; indicates belonging to the thing mentioned

The dog wagged its tail as I approached.

it's = contracted form of it is or it has

It's true (it is). It's (it has) been years since I visited Chicago.

IMPORTANT: its' is NOT a word in English!

their = possessive form of they

Have you seen their new car?

they're = contracted form of they are

They're coming over for dinner tonight.

there = used as subject of be verb in a clause or sentence

There is another new car dealer in town. **There** are now at least seven dealers to choose from when buying a car.

whose = possessive for who or which

Whose car keys are these?

The dog whose collar is missing belongs to my neighbor.

who's = contracted form of who is or who has

Who's (who is) going with me? Who's (who has) made the list of what we need to get?

your = possessive for you

Please spell your last name for me.

you're = contracted form of you are

You're the new secretary, aren't you?

Exercise 6 Circle the correct form of the word in parentheses.

- The public relations and advertising people in every campaign are vital to a campaign's success. (There, They're) is no doubt that (they're, their) the ones ultimately responsible for winning an election.
- 2. In a televised debate, some questions are spontaneous; others are planted. I do not think that this is a fair practice; however, (its, it's) not my decision to make.
- 3. (Who's, Whose) questions will be asked during the debate? (Who's, Whose) in charge of this important step in a public debate?
- 4. After the debate, experts attempt to predict which candidate did better in the debate. (There, Their, They're) opinions may not matter so much. What really counts is what the voters think. On election day, the voters will speak, and only then can we find out (they're, their) preferences.
- 5. In large campaigns, the area will be divided into smaller zones or districts to be more efficient with the campaign's people and money resources. By the way, do you know (whose, who's) the leader for (you're, your) district?
- 6. I am pretty sure (its, it's) Randall Kelly.
- 7. (You're, Your) lucky that (it's, its) not Pat Goodman. Not one of the campaign volunteers wants to deal with him. The volunteers literally run away when he heads in (there, their) direction!

19.6 Quantifiers, Intensifiers, and Emphasizers

Writers use the adjectives in this section to indicate how many or to intensify or emphasize something.

many: used with count nouns

There are rules, but there are many exceptions as well.

much: used with noncount nouns; usually used in negative sentences

We haven't had much time to practice this season.

quite: intensifier; not as strong as very

I got home quite late last night.

The test was quite hard.

very: intensifier

I got home very late last night.

The test was very hard.

too: emphasizer; implies excessiveness and often requires additional information to complete the meaning; used with a negative meaning (that is, something was not possible)

I got home too late to watch the news last night.

In formal writing, do not use the word too with a positive adjective or adverb.

Incorrect: The food was too delicious. (What is the negative meaning?)

Correct: The food was very delicious. (OR: The food was extremely

delicious.)

so (+ ADJECTIVE / ADVERB *that*): emphasizer; if an explanation is not given, the assumption is that the listener knows the result

I got home so late last night that I couldn't function at the office today.

The test was **so** hard. (This would usually mean that I'm sure I failed it. It is not necessary to say the second part. It is understood.)

such (+ a / an + ADJECTIVE + NOUN that): emphasizer; if an explanation is not given, the assumption is that the listener knows the result

I got home at such a late hour last night (that I'm tired today).

It was such a difficult test (that I'm sure I failed it).

Editing

Exercise 7

Read the following paragraph. Find and correct the four errors in quantifiers, intensifiers, or emphasizers.

Stress and Vacation Time

In the past, not very many research had been conducted on the topic of stress and its effects on the body. Today, however, there has been so an increased interest in the subject that government grants are available for continued study on the topic, especially the effect of vacation time on an individual. In the United States, unfortunately, few employers offer their employees more than two weeks of vacation time each year. A few U.S. companies offer three to four weeks of vacation, but employees usually have to have already worked at least ten years for the company to qualify for that many time off. In many cultures, a two-week vacation is little short to "recharge a person's batteries." More research still needs to be done to evaluate the effects of vacation time on workers.

Prepositions Prepositions link nouns or pronouns to other words in the sentence in order to express relationships. Examples of relationships include time, location, and direction. (See Chapter 7 for more about prepositions.) Many prepositions are confusing because they are used idiomatically. Study the uses and examples in this section. between: used for two persons or things The inheritance was split between the two brothers. among: used for three or more persons or things Among the seven children, only three were able to attend college. in, after: to indicate time (in+length of time; after+name of the time or event)

I'll see you in a week after final exams.

since: from a time in the past (since+name of the time or event)

Remember that *in* for the future is the opposite of *ago* for the past:

I've known him since 1999.

in six weeks ≠ six weeks ago.

for: amount or duration of time (for+length of time)

I've known him for three years.

Editing

Exercise 8

Read each sentence and mark C for correct or X for incorrect. Then correct the sentences that contain errors. The first one has been done for you.

| | | Among |
|---|----|---|
| X | 1. | Between all the instructors in the Anthropology Department, Dr. Harris has taught the longest. |
| | 2. | Dr. Harris is going to meet with her dean after three days. |
| | 3. | Between you and me, I think the anthropology final exam will be very tough |
| | 4. | We've been waiting for our test results from Dr. Harris since a week. |
| _ | 5. | Besides teaching, Dr. Harris has been the chair of the Anthropology Department since four years ago. |
| | 6. | Dr. Harris has been publishing her research studies for years. |
| | 7. | We're taking our anthropology midterm exam after spring break. |
| | | |

_ 8. Since 2005, the Anthropology Department has grown threefold!

19.8 **Confusing Adjectives and Adverbs**

Many adjectives and adverbs in English can be difficult to use correctly. Study the following meanings and examples. (Note that some pronouns can be confused with adjectives or adverbs that are spelled the same way.)

ago = in the past; used with amount of time; reference point is the present time

I worked with him three years ago.

before (+ NOUN or clause) = in the past; used with or without amount of time; reference point is past time

I've worked with him before.

all = total amount

All of the students worried about the exam.

almost = nearly; not quite

Almost all of the students passed the exam.

most = the largest number or amount

Most students had studied for the exam.

bad = substandard, poor; not good; incorrect; not in good health; sorry

The movie we watched last night was bad.

I feel bad for her—she just had her car stolen for the third time.

badly = poorly, in a bad way or manner

The team played badly in the final quarter and lost the game.

good = positive, not bad; appropriate; high quality

The meal at La Maison was **good** but not too expensive.

well (ADJECTIVE) = in good health

I was sick last week, but I'm well now.

well (ADVERB) = successfully; proficiently; in a good way or manner

You handled that awkward situation quite well.

ever = at any time

Have you ever driven in a stock car race?

She hadn't ever planned to open her own business.



never = at no time

No, I have never heard of the rock group Boulder Heads.

alike = (ADJECTIVE, used after linking verbs) = similar

People say we look alike.

like (PREPOSITION) = having the same characteristics; equivalent

John looks like his brother.

Like Bolivia, Austria has no seacoast.

another (ADJECTIVE) = additional

I need another cup of coffee.

another (PRONOUN) = an additional one

She drank a cup of coffee and then another.

other (ADJECTIVE) = different or distinct from someone / something

Other students took the same exam.

others (PRONOUN) = additional ones

Others took the same exam.

the other(s) one of two; the remaining one or ones

I didn't care much for this video. The other one I watched was funnier. (ADJECTIVE)

I didn't care much for this video, but I liked the other. (PRONOUN)

this, that singular; near / far

This kind of music hurts my ears.

That problem is one I just can't solve.

these, those plural; near / far

These kinds of exams are hard.

Those stories are wonderful for kids.

Editing

Exercise 9

As you read the passage, find and correct the eight errors in word usage.

Retirement Money Tips

How many people each year lose large sums of money through bad investments?

How many others aren't even aware that almost their money has been invested badly?

Whether you're already an investor or are ready to become one, you can benefit from

(continued)

these six tips. Be sure all your retirement funds will still be there when you need them! Know your financial goals and your "risk-comfort level." If high-risk investments make you anxious, then invest in something that will preserve your capital and offer you less risk. This kinds of funds will obviously yield a lower rate of return than other higher-risk investments, but these lower return is your trade-off for feeling comfortable.

Consult a financial planner. Meet with the planner to discuss your personal financial goals and to develop a plan specific to your needs and circumstances.

These kinds of meetings should continue to occur with your planner even if your investments are doing well.

Alike most others investment consultants, your financial planner will be paid for his or her services. Know what fees you will pay and how they are calculated.

Ask questions if you are unsure how the fees are assessed.

Make sure your investments are diversified. Don't never invest all of your money in the same kinds of asset classes. Find out if there is a fee to transfer from one fund to another.

Monitor both your investments and account statements. Before investing in a new fund, read the prospectus. If you do not understand it well enough, ask the other person to read it as well. If you still have questions, consult other sources.

Finally, be prepared to invest for the long term. If an investment sounds too good to be true, it probably is. Unlike good investments, scams often promise unusually high rates of return. These promises should be investigated thoroughly before you invest in the fund. You don't want to invest bad.

19.9 Other Confusing Words

too, so, either, neither: used to avoid repeating words or phrases

Julie is confused about all of this. I am, too.

Julie is confused about all of this. So am I.

He didn't turn in his final paper. I didn't either.

He didn't turn in his final paper. Neither did I.

so, not: used to respond to a question or comment

Is Liz working today? I think so. I don't think so.

How was your interview? Did it go well? I'm afraid not.

Will it rain? I hope so. I hope not.

Exercise 10 Read the following dialogue. Fill in the blanks using *too, so, either,* or *neither*. The first one has been done for you.

James: I completely forgot to do the assignment!

Kevin: So did I.

James: Does this mean we're going to get a zero for the day?

Kevin: I'm afraid _____.

James: Hey Kevin, you heard about Sherrie's party tonight? I'm not going.

Kevin: I'm not ______. By the way, didn't you have a job interview last week?

James: Yep.

Kevin: Well? Did you get it? I hope _____.

James: As a matter of fact, I did. I start next week.

Kevin: That's great. Listen, we'll all be at the mall by 7:00 p.m.

James: Oh, okay. I will _____. I'd like to see that new movie while we're there. I haven't seen any movies recently.

Kevin: _____ have I. Sounds like a plan! See you there.

CHAPTER QUIZ

Exercise 11 Circle the letter of the correct answer. Be prepared to explain your answers.

| 1. | Del | obie ran off to join the circus? That makes $_$ | | sense. I don't get it. | | | |
|----|---|--|-------|-------------------------------|--|--|--|
| | _ | do I. | | | | | |
| | A. | such little So | C. | so few Neither | | | |
| | B. | such little Neither | D. | so little Either | | | |
| 2. | I that everyone except you knew that Debbie was leaving. | | | | | | |
| | A. | fell bad | C. | feel bad | | | |
| | B. | fell badly | D. | feel badly | | | |
| 3. | me a favor. Don't tell anyone about Debbie's decision. She might actually | | | | | | |
| | suc | ceed! Then we'd all bad. | | | | | |
| | A. | Do feel | C. | Do fell | | | |
| | B. | Make feel | D. | Make fell | | | |
| 4. | Но | w strange We talked to her only three v | veeks | . At that time, she said that | | | |
| | she | would leave her job for | one | e, even if it paid more. | | | |
| | A. | ago ever another | C. | before never another | | | |
| | В. | before ever the other | D. | ago never another | | | |
| 5. | It's an interesting She's always loved the circus. In fact, I to the | | | | | | |
| | circ | cus museum three times this year! | | | | | |
| | A. | history saw her to go | C. | story saw her go | | | |
| | B. | story saw her to go | D. | history saw her go | | | |
| 6. | As a child, Debbie dream about being a tightrope walker; she me this | | | | | | |
| | las | t summer. | | | | | |
| | A. | was use to told | C. | was used said | | | |
| | B. | used to told | D. | used to said | | | |
| 7. | No | w don't take this wrong. I think Debbie's . | | time and energy joining the | | | |
| | cire | cus. She's old to learn acrobatics! | | | | | |
| | A. | losing very | C. | wasting very | | | |
| | В. | losing too | D. | wasting too | | | |

| 8. (| One thing is certain: Debbie is following her dream. Not people actually do | | | | | | |
|------|---|----|----------------|--|--|--|--|
| t | this. They may that they are going to do this one day, but Debbie actually | | | | | | |
| _ | something to achieve her dream. | | | | | | |
| A | A. many say made | C. | much tell made | | | | |
| E | 3. much tell did | D. | many say did | | | | |

ORIGINAL WRITING

| Exercise 12 | Write a paragraph either (1) giving advice on staying healthy or (2) giving your opinion on an educational issue you are interested in. Before you begin, make a list of the words from this chapter that you will try to include. In your paragraph, underline the ones from the list you were able to use. Exchange paragraphs with a partner, and then check each other's work for correct use of confusing words. |
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Editing It All Together

Each of the four essays in this chapter highlights a particular type of grammatical error. In each case, read the entire essay before you complete the exercises.

20.1 Essay 1

Editing

Exercise 1

Verb Tense

Read the paragraph and decide whether each of the five underlined phrases is correct. Draw a line through any errors and write the correction above.

New Year's in Eritrea

New Year's Day is celebrated worldwide. Some

cultures celebrates the new year not using the Roman

calendar but other ancient religious calendars.

Regardless of when it is celebrated, $\underline{\text{this is a time}}$ to

remember the past and look forward to the future.

In Eritrea, New Year's is actually one of the most popular cultural holidays. The three

most important and unique elements of an Eritrean New Years includes the family

activities, the traditional costumes, and particular food.



Editing Exercise 2 Verb Tense

Read the paragraph and decide whether each of the five underlined phrases is correct. Draw a line through any errors and write the correction above.

New Year's <u>ceremonies in Eritrea involves</u> a number of things. First and

foremost, the entire $\underline{\text{family gets together}}$ for the festivities. Once together,

 $\underline{\text{all of the family members helps to decorate}}$ the house for this special day. Young

children are given the task of drawing pictures of flowers using bright colors.

This <u>activity represents hopefulness</u> that the coming year will be prosperous and

rewarding. The children then takes these pictures to their grandparents' house in

exchange for candy.

Editing

Exercise 3 Nouns and Pronouns

Read the paragraph and decide whether each of the five underlined phrases is correct. Draw a line through any errors and write the correction above.

Special <u>clothings</u> is also an important aspect of an Eritrean New Year. <u>Childs</u>

 $\frac{\text{celebrate}}{3} \text{ the holiday by wearing traditional cotton } \underbrace{\text{outfits. It is}}_{\textbf{3}} \text{ extremely colorful}$

and represent joy and warmth. Women often wear brightly colored and patterned

outfits. The shoes are made of the same color material as the dresses, which are

handmade. These coordinated garments are stunning on the women of Eritrea,

and she add to the festive environment of New Year's Day.

Exercise 4 Subject-Verb Agreement and Prepositions

Read the paragraph and decide whether each of the five underlined phrases is correct. Draw a line through any errors and write the correction above.

There is different varieties of food that we cook on New Year's Day. One of the

most popular dishes <u>is "Tsebhi Derho."</u> This chicken <u>dish require</u> many ingredients $\frac{1}{3}$

including onions, homemade spicy butter, and parsley. This recipe is handed down

from generation to generation, and New Year's Day is an opportunity

with family members to share this tradition.

Editing

Exercise 5 Review: Subject-Verb Agreement, Prepositions, Nouns, and Pronouns

Read the paragraph and decide whether each of the five underlined phrases is correct. Draw a line through any errors and write the correction above.

The New Year holiday is widely celebrated in Eritrea. The people of Eritrea enjoy

coming together as families and ringing in the new year with wishes $\underline{\text{for a bright future}}$.

The homes are colorfully decorated, and $\underline{\text{everyone enjoys}}$ traditional spicy meals.

Is a wonderful occasion that always starts the new year off at a positive way.

4

- 5

20.2 Essay 2

Editing

Exercise 6 Articles

There are five blanks in this paragraph. Read the paragraph and write the articles *a*, *an*, *the*, or Ø to complete the sentences.

Athletic Scholarships



Many colleges offer ______ full athletic scholarships. However, most community 1 colleges do not participate in this type of program. City College is just one of _____ many schools that do not offer athletic scholarships. As a result, student 2 athletes at _____ City College are forced to abandon _____ training program 4 during their college years. Each City College athlete should be given ____ 5 athletic scholarship to help him or her academically, personally, and financially.

Editing

Exercise 7 Word Forms

This paragraph contains five errors in word forms. Find and correct the errors.

Athlete scholarships can help students succeed academically. When students are lucky enough to get athletic scholarships, they can put equal emphasize on their studies and sports training. At four-year universities, athletes also have access to

(continued)

special tutoring and one-on-one academic help. This is not the case at City College. Without scholarships, many student athletes find little time to concentration on their studies. They must make the difficulty choice of athletics or academics, and many of them choice the former. As a result, their grades tend to suffer.

Editing

Exercise 8 Word Forms and Modals

This paragraph contains seven errors in word forms and/or modals. Find and correct the errors.

Athletic scholarships may also to help students develop in their personal lives. Student athletes has to be responsible for always striving to be the best. They have pay close attention to their physically and mental healthy in order to compete successfully. With the support of an athletic scholarship program, students could has put more energy into developing interpersonal skills as well as academic and athlete skills.

Editing Exercise 9

Review: Subject-Verb Agreement, Prepositions, and Modals

This paragraph contains six errors in subject-verb agreement, prepositions, and/or modals. Find and correct the errors.

Finally and most importantly, athletic scholarships can may help ease the financial burden of attending college. With financially support, these students wouldn't have to worry in finding the funds for tuition and books.

As a result, they could focus more on athletics and gain a competitive edge. The benefits of completing a two-year degree is numerous, and if students not able to receive the funding to complete this education, they will likely not be successful on the future.

Exercise 10 Gerunds and Infinitives

This paragraph contains four errors in gerunds and infinitives. Find and correct the errors.

Be a college student and athlete takes a lot of effort. There are many pressures overcoming. If community college athletes had access to scholarships, they would certainly excel. They would feel less academic, personal, and financial pressure. To succeeding in sports and education is a difficult task, but it can be done. College athletes love represent their school. They should have access to the same type of support systems that other college students receive. Above all, they should be treated with the same respect as other student athletes.

20.3 Essay 3

Editing

Exercise 11 Parallel Structure

This paragraph contains four errors in parallel structure. Find and correct the errors.

Teaching Today

Children spend the majority of their time in school. Children learn not only their ABCs in school, but also they learn their social and development skills. To this end, we need to ensure that our schools are doing the



best they can to support the instructors and teaching our children. Unfortunately, some of our local schools are in need of improvement, specifically in recruiting new teachers, raise the academic standards, and improve facilities.

Exercise 12 Passive Voice and Participial Adjectives

This paragraph contains five errors in passive voice and participial adjectives. Find and correct the errors.

A recent survey that was distribute by a local newspaper showed that our county's teachers are not satisfying in their professions. The single biggest lament was the issue of overcrowded classrooms. Obviously, the most logical way of handling this problem is to recruit more teachers. This objective needs to expand beyond the local level, however. From the Department of Education to state education offices and local universities, recruitment efforts need to be double in order to handle the issue of overcrowded. Recruits need to know that they will treated professionally and respectfully if they decide to enter the world of teaching.

Editing

Exercise 13 Passive Voice and Word Order

This paragraph contains five errors in passive voice and/or word order. Find and correct the errors.

By reducing class size, teacher-student ratio will improve. The individual attention that given to students, particularly those in the elementary school, is led to better learning and achievement. In addition, students will be less likely to be distracting by their classmates. Rarely students say that they prefer larger classrooms with more classmates. To sum up, lower class size is mutually beneficial. Teachers feel more in control of the class and the content, and students are giving more one-on-one attention.

Editing

Exercise 14 Word Combinations

There are four blanks in this paragraph. Read the paragraph and write the correct preposition to complete each prepositional phrase. Use *in, with, to,* and *on*.

Finally, classroom facilities must be modern and accessible. For instance,

computers and up-to-date textbooks are integral in ensuring a quality school

environment and curriculum. Even those with limited experience _______ education

1

can understand that. Students appreciate clean and well-stocked areas. We should

listen ______ them and take better care of our libraries and other common areas.

2

Students rely ______ these resources, which in turn improve the general school

3

environment. A fully functional school environment increases students' pride in

the school and helps keep them motivated. By cooperating ______ each other,

upgrading our school resources shouldn't be so difficult.

Editing Exercise 15

Review: Subject-Verb Agreement, Verb Tense, Pronoun, Parallel Structure, and Modals

This paragraph contains six errors: one error in subject-verb agreement, one error in verb tense, two in pronoun usage, one in parallel structure, and one in the use of a modal. Find and correct the errors.

Our local schools need constant care and attention if it is going to succeed in their mission of teaching our children. By focusing on teacher quality, how many students are in the class, and the integrity of the classroom, we could have begin to increase the success rates of our schools. To achieve our goal, however, we as a community need to work together and never lose sight of the mission. It was the least I can do for our children's future.

20.4 Essay 4

Editing

Exercise 16 Adjective Clauses

The following paragraph contains four errors with adjective clauses or adjective clause reductions. Find and correct the errors.

Why I Became a Social Worker

Although a variety of career choices is available, it is surprising that so many people manage to find the perfect career. Young adults, that get input from family, friends, professors, and the media, must think carefully about career possibilities. Regardless of how the choice is made, the fact that choosing the right career will have an impact on the rest of one's life places a heavy burden on each person attempts to cross this life hurdle. Therefore, making a



choice truly matches an individual's goals, personality, and skills is critical. I guess

I was lucky to find a career what interested me. My personal decision to study social
work comes from a combination of a number of different influences.

Editing

Exercise 17 Adjective and Adverb Clauses

Read the paragraph and decide whether each of the seven underlined phrases is correct. Draw a line through any errors and write the correction above.

It was easy for me to choose to study <u>social work, because</u> I have been passionate

about helping people for as long as I can remember. As growing up, I remember

(continued)

helping my little brothers and sisters when had problems. While I in high school, $\mathbf{3}$

I volunteered at local shelters and felt an especially close bond to those people

who were socially disadvantaged. More recently, I've been working with

dysfunctional families, minority groups, and individuals. There is nothing more

satisfying than providing hope and encouragement to those $\underline{\text{who need it the most}}$.

6

Despite the work is difficult, I enjoy every minute of it.

7

Editing

Exercise 18 Noun Clauses and Confusing Words

This paragraph contains six errors: two with noun clauses and four with confusing words. Find and correct the errors.

In college, I participated in a service-learning class that was connected to a sociology course. That experience helped me cement my interest in social work. My service area was working with drug-dependent adults who were housed in an institution. In addition to the research that I made in class, I visited the institution weekly. The patients needed so many help, not only to recover from their badly drug addiction but also to learn how to integrate into society. It was necessary that I to help them break the drug habit. I gave them resources to increase their self-esteem and their communication skills, both of which are important for people trying to return to normal life. In return, they shared memories and interesting histories. The most precious reward for me was hearing them say what I was helping them understand their troubles.

Editing

Exercise 19 Review: Passive, Articles, Subject-Verb Agreement, and Confusing Words

This paragraph contains seven errors: two in passive voice, two in articles, one in subject-verb agreement, and two with confusing words. Find and correct the errors.

I have also enjoyed my volunteer work, which included a visits to children's hospitals. In that hospital, I was exposing to children who had been mistreated, abused, and neglect. It was the pleasure to share time and activities with them and to serve them. Just spending this hours with them helped a lot. I had to reteach them that it was okay to relax and act like children. In the end, I think most of them was very relaxed with this experience.

Editing

Exercise 20 Review: Adjective Clause, Parallel Structure, If-Clauses, and Gerund/Infinitive

This paragraph contains six errors: two in adjective clauses, two in parallel structure, one in if-clauses, and one in gerund/infinitive. Find and correct the errors.

In conclusion, I think that many of my life experiences have led me to the path of social work. I attack each challenge who has the potential to drag me down with enthusiastic and determination. I want to continue to learning about social work and developing my skills. The salary which is low compared to many other careers in public health doesn't drive me. It's the feeling of satisfaction and the accomplish of helping others to improve their quality of life that drives me to become a social worker. If I did not become a social worker, I don't know what other profession I would have chosen. I cannot imagine what other profession could have suited my personality better.



Appendixes

- 1. Parts of Speech
- 2. Comparative and Superlative Forms of Adjectives and Adverbs
- 3. Irregular Verb Forms
- 4. Logical Connectors: Conjunctions and Transitions

Parts of Speech

| 1. | N | oun: the name of a person, place, thing, or idea |
|----|---|--|
| | • | Count nouns: can be counted; can be singular and plural |
| | • | Noncount (mass nouns): cannot be counted; have one singular form |
| | | |

The cashier put the cans of tuna in a plastic bag. C

- 2. Verb: a word that expresses action or state of being
 - Transitive verbs: have an object
 - · Intransitive verbs: do not have an object

The secretary called the travel agency, but the agent had left.

- 3. Pronoun: a word that can replace a noun
 - Subject pronouns: I, you, he, she, it, we, you, they, who
 - Object pronouns: me, you, him, her, it, us, you, them, whom
 - Possessive pronouns: mine, yours, his, hers, ours, yours, theirs

He will not fix this problem. According to him, this problem is mine.

POSS PRO

- 4. Adjective: a word that describes a noun or pronoun
 - Descriptive adjective (an adjective that gives a description or characteristic): blue, old
 - Demonstrative adjectives: this, that, these, those
 - · Possessive adjectives: my, your, his, her, its, our, your, their, whose
 - Articles: *a, an, the, some*

This green notebook belongs to a boy in my history class. **DEM DESC** ART POSS ADI

- 5. Adverb: a word that modifies a verb, an adjective, a whole sentence, or another adverb
 - Manner: (tells how) quickly, slowly
 - · Place: (tells where) there, here
 - Time: (tells when) yesterday, then
 - Frequency: (tells how often) always, occasionally
 - Degree: (tells to what degree) very, extremely

She rarely goes there except when it is very hot.

REQ PLACE

DEGREE

6. Preposition: a word (or group of words) that connects nouns or pronouns to a sentence

According to the paper, the wedding was at noon on March 25th.

PRE

PREP PREP

- 7. Conjunction: a word that links two clauses, two phrases, or two words
 - Coordinating conjunction: connects two words, phrases, or independent clauses FANBOYS: for, and, nor, but, or, yet, so
 - · Subordinating conjunction: introduces a dependent clause: when, if
 - Correlative conjunctions (paired): connect equivalent sentence parts: both ... and ...

When the meeting ended, neither Jo nor Sue stood up first.

SU

CORR

8. Interjection: a word that expresses strong feelings or emotion

Wow! Look at how fast that plane is moving!

2 Comparative and Superlative Forms of Adjectives and Adverbs

Comparative = used for two people or things

Superlative = used when there are three or more people or items to compare

| Syllables | Neutral | Comparative | Superlative |
|----------------------------|----------|---------------|-------------------|
| one syllable | tall | taller | the tallest |
| two syllables ending in -y | hungry | hungrier | the hungriest |
| Others | handsome | more handsome | the most handsome |
| | quickly | more quickly | the most quickly |
| | cheaply | more cheaply | the most cheaply |
| Irregular | good | better | the best |
| | bad | worse | the worst |
| | far | farther | the farthest |
| | far | further | the furthest |

3 Irregular Verb Forms

| Present | Past | Past Participle | Present | Past | Past Participle |
|-----------|----------------|-----------------|----------|----------|-----------------|
| arise | arose | arisen | fall | fell | fallen |
| awake | awoke | awoken | feed | fed | fed |
| be | was/were | been | feel | felt | felt |
| bear | bore | born/borne | fight | fought | fought |
| beat | beat | beaten/beat | find | found | found |
| become | became | become | fit | fit | fit |
| begin | began | begun | flee | fled | fled |
| bend | bent | bent | fling | flung | flung |
| bet | bet | bet | fly | flew | flown |
| bid | bid | bid | forbid | forbade | forbidden |
| bind | bound | bound | forecast | forecast | forecast |
| bite | bit | bitten | foresee | foresaw | foreseen |
| bleed | bled | bled | foretell | foretold | foretold |
| blow | blew | blown | forget | forgot | forgotten |
| break | broke | broken | forgive | forgave | forgiven |
| bring | brought | brought | freeze | froze | frozen |
| broadcast | broadcast | broadcast | get | got | gotten |
| build | built | built | give | gave | given |
| burn | burned | burned | go | went | gone |
| burst | burst | burst | grind | ground | ground |
| buy | bought | bought | grow | grew | grown |
| cast | cast | cast | hang | hung | hung |
| catch | caught | caught | have | had | had |
| choose | chose | chosen | hear | heard | heard |
| cling | clung | clung | hide | hid | hidden |
| come | came | come | hit | hit | hit |
| cost | cost | cost | hold | held | hold |
| creep | crept | crept | hurt | hurt | hurt |
| cut | cut | cut | input | input | input |
| deal | dealt | dealt | keep | kept | kept |
| dig | dug | dug | kneel | knelt | knelt |
| dive | dove | dived | know | knew | known |
| do | did | done | lay | laid | laid |
| draw | drew | drawn | lead | led | led |
| dream | dreamed/dreamt | dreamed/dreamt | leave | left | left |
| drink | drank | drunk | lend | lent | lent |
| drive | drove | driven | let | let | let |
| eat | ate | eaten | lie | lay | lain |

(continued)

| Present | Past | Past Participle | Present | Past | Past Participle |
|---------------|---------------|-----------------|------------|-------------|-----------------|
| light | lit/lighted | lit/lighted | sling | slung | slung |
| lose | lost | lost | slit | slit | slit |
| make | made | made | speak | spoke | spoken |
| mean | meant | meant | speed | sped | sped |
| meet | met | met | spend | spent | spent |
| mislead | misled | misled | spin | spun | spun |
| mistake | mistook | mistaken | split | split | split |
| misunderstand | misunderstood | misunderstood | spread | spread | spread |
| overcome | overcame | overcome | stand | stood | stood |
| overdo | overdid | overdone | steal | stole | stolen |
| override | overrode | overridden | stick | stuck | stuck |
| oversee | oversaw | overseen | stink | stank/stunk | stunk |
| oversleep | overslept | overslept | strike | struck | struck/stricken |
| overtake | overtook | overtaken | string | strung | strung |
| overthrow | overthrew | overthrown | strive | strove | striven |
| pay | paid | paid | swear | swore | sworn |
| prove | proved | proven/proved | sweep | swept | swept |
| put | put | put | swell | swelled | swollen |
| quit | quit | quit | swim | swam | swum |
| read | read | read | swing | swung | swung |
| ride | rode | ridden | take | took | taken |
| ring | rang | rung | teach | taught | taught |
| rise | rose | risen | tear | tore | torn |
| run | ran | run | tell | told | told |
| say | said | said | think | thought | thought |
| see | saw | seen | throw | threw | thrown |
| seek | sought | sought | thrust | thrust | thrust |
| sell | sold | sold | understand | understood | understood |
| send | sent | sent | undertake | undertook | undertaken |
| set | set | set | undo | undid | undone |
| sew | sewed | sewn/sewed | uphold | upheld | upheld |
| shake | shook | shaken | upset | upset | upset |
| shed | shed | shed | wake | woke | woken |
| shoot | shot | shot | wear | wore | worn |
| show | showed | shown/showed | weave | wove | woven |
| shrink | shrank | shrunk | weep | wept | wept |
| shut | shut | shut | wet | wet | wet |
| sing | sang | sung | win | won | won |
| sit | sat | sat | wind | wound | wound |
| sleep | slept | slept | withdraw | withdrew | withdrawn |
| slide | slid | slid | write | wrote | written |

4 Logical Connectors: Conjunctions and Transitions

Using logical connectors—conjunctions and transitions—will help your ideas flow and develop your writing. Remember that when connectors occur at the beginning of a sentence, they are often followed by a comma.

| Purpose | Conjunctions between independent clauses | Conjunctions that begin dependent clauses | Adverbial conjunctions/ Transitions (usually precede independent clauses) |
|--------------------|---|---|--|
| examples | | | For example, To illustrate, Specifically, In particular, |
| extra information | , and | | In addition, Moreover, Furthermore, |
| comparison | | like | Similarly, Likewise, In the same way, |
| contrast | , but | while although unlike | In contrast, However, On the other hand, Conversely, Instead, |
| refutation | | | On the contrary, |
| concession | , yet | although though even though it may appear that | Nevertheless, Even so, Admittedly, Despite this, |
| emphasis | | | In fact, Actually, |
| clarification | | | In other words, In simpler words, More simply, |
| reason or cause | , for | because since | |
| result | , so | so so that | As a result, As a consequence Consequently, Therefore, Thus, |

(continued)

| Purpose | Conjunctions between independent clauses | Conjunctions that begin dependent clauses | Adverbial conjunctions/ Transitions (usually precede independent clauses) |
|-----------------------|---|--|---|
| time relationships | | after as soon as before when while until whenever as | Afterward, First, Second, Next, Then Finally, Subsequently, Meanwhile, In the meantime, |
| condition | | if even if unless provided that when | |
| purpose | | so that in order that | |
| choice | , or , nor | | |
| conclusion | | | In conclusion, To summarize, As we have seen, In brief, In closing, To sum up, Finally, |



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CHAPTER 1

Exercise 1, p. 2

By <C>the<C> end of <C>the<C> twentieth century, almost <C>every<C> person in <C>the<C> country owned at least <C>one<C> telephone and <C>one<C> television set. Most homes also had <C>a<C> washing machine, and many possessed <C>a<C> microwave oven. Since <C>the<C> beginning of <C>the<C> new millennium, <C>the<C> cellular phone has become commonplace, and most households now have <C>a<C> computer. The times have certainly changed. They have changed so much that most people cannot even imagine <C>an<C> evening at home without <C>a<C> computer or <C>some<C> other appliance.

Exercise 2, p. 3

1. correct 2. a new cars → new cars 3. computer → computers 4. correct 5. correct 6. a good employees → good employees 7. correct 8. people 9. An interest rates → Interest rates 10. a consumer items → consumer items

Exercise 3, p. 4

Note: There are only SIX irregular plural nouns in exercise three.

Research has shown that everyone, even children, is subject to stress. In addition, statistics indicate that stress affects people's physical health, causing headaches and heart problems. After conducting surveys and collecting a large amount of data, some psychologists are now trying to determine the best methods for coping with stress. They are also testing various hypotheses to determine why some workers seem less affected by stress than their counterparts. Preliminary analyses of the data seem to support the theory that people with adaptive skills and optimistic attitudes suffer fewer physical problems associated with stress. Finally, new research to measure the physical effects on health of both positive and negative stress in people's lives is under way. The results of this research will guide physicians in treating their patients who suffer from chronic stress.

Exercise 4, p. 5

It is a commonly known <u>fact</u> that dairy <u>products</u> such as <u>milk</u>, <u>yogurt</u>, and <u>cheese</u> are rich <u>sources</u> of <u>calcium</u>, but how many <u>people</u> know that these food <u>products</u> are also loaded with <u>protein</u>? This is the <u>reason</u> that <u>dietitians</u> recommend that <u>people</u> consume two to four <u>servings</u> of this <u>group</u> each <u>day</u>. A <u>glass</u> of <u>milk</u> or a <u>cup</u> of <u>yogurt</u> has high-quality <u>protein</u> that is equivalent to an <u>ounce</u> of <u>meat</u> or <u>cheese</u> or to one <u>egg</u>. These food <u>items</u> are certainly good for your <u>health</u>. Whenever possible, however, you should opt for <u>items</u> that are not so high in <u>fat</u>.

Exercise 5, p. 6

1. biology 2. research, certain plants 3. some plants, a lot of diseases 4. enough information, a book 5. exports 6. a great deal of 7. many 8. a few

Exercise 6, p. 7

1. a lawyer 2. Law 3. a lot of concentration 4. Lawyers 5. a difficult examination 6. Some graduates 7. A few graduates 8. Some people, enough good lawyers 9. many good lawyers 10. Some lawyers, their work 11. These lawyers 12. satisfaction

Exercise 7, p. 8

| new student in our class (A, The, That) |
|--|
| students failed the test. (Ø, Some, A lot of, A few, Enough, Several, Four, Plenty of) |
| information (Ø, some, the, a lot of, a little, plenty of, a great deal of) |

Exercise 8, p. 8

1. correct 2. many characteristics 3. correct 4. enough capital 5. adequate training 6. correct 7. correct 8. a good salary 9. a few weeks of vacation 10. regular feedback

Exercise 9, p. 10

Rainforest Island has been treated extremely well by <u>nature</u>. It has 1. <u>many dense forests</u>, which produce beautiful wood. On the north side of the island it has mountains where 2.

there as well. The island exports a lot of wood, coffee, bananas, and sugar. There are other resources to be developed, too. The eastern shore has 4. beautiful beaches and would be ideal for tourism; so far, however, tourism has not brought 5. much money. There are only 6. a few hotels on the island, and these are not in good condition. There is 7. good news, though; the Islands Hotel Investment Group is planning to invest heavily in the area. This will result in 8. many excellent facilities and will provide 9. a lot of work for the inhabitants of the island. Even more important, at the end of the twentieth century, 10. a little oil was discovered just off the northern shore. Since then, scientists have found that there is 11. a lot of oil underneath the island. Until now, Rainforest Island has depended on agriculture, but in the future—with oil and tourism about to be developed—it is likely that there will be some changes in the character of the island.

Exercise 10, p.11

1. B 2. B 3. C 4. A 5. B 6. B 7. C 8. D

Exercise 11, p. 12

Answers will vary.

CHAPTER 2

Exercise 1, p. 14

1. a 2. a 3. a 4. a 5. Ø 6. Ø 7. the 8. a 9. the 10. the 9. a 11. the 12. the 13. Ø 14. a 15. Ø 16. the 17. an

Exercise 2, p. 16

1. 3; 2. 1; 3. 1; 4. 4; 5. 3; 6.1; 7. 3; 8. 3; 9. 2

Exercise 3, p.18

1. The 2. the 3. the 4. a 5. The 6. a 7. the 8. the 9. a 10. The 11. the 12. the 13. a 14. the 15. the 16. the

Exercise 4, p. 21

1. The 2. Ø 3. Ø 4. Ø 5. The 6. Ø 7. Ø 8. the 9. the 10. the 11. the 12. the 13. the 14. Ø 15. the 16. the 17. Ø 18. Ø 19. the 20. Ø 21. the 22. The 23. Ø 24. Ø 25. Ø 26. the 27. Ø 28. Ø 29. the 30. the

Exercise 5, p. 22

1. Ø 2. the 3. Ø 4. the 5. the 6. Ø 7. Ø 8. the 9. Ø 10. Ø 11. Ø 12. the 13. the 14. Ø 15. the 16. Ø 17. Ø 18. the 19. Ø 20. Ø 21. Ø 22. the 23. the 24. Ø 25. the 26. Ø 27. Ø 28. Ø 29. Ø 30. the 31. the 32 Ø 33. the

Exercise 6, p. 23

1. to the Florida \rightarrow to Florida 2. in the September \rightarrow in September 3. rented one hotel room \rightarrow rented a hotel room 4. on beach \rightarrow on the beach 5. got a sun poisoning \rightarrow got sun poisoning 6. was the shark \rightarrow was a shark 7. collected the shells \rightarrow collected shells 8. in Gulf of Mexico \rightarrow in the Gulf of Mexico 9. watched sun set \rightarrow watched the sun set 10. meaning of the humidity \rightarrow meaning of humidity 11. back at the work \rightarrow back at work 12. but the one day \rightarrow but the day

Exercise 7, p. 23

1. B—ø 2. D—a low grade 3. C—offer a quiet place 4. B—a good student

Exercise 8, p. 24

1. D 2. A 3. C 4. B 5. A 6. C 7. D 8. B

Exercise 9, p. 25

Answers will vary.

CHAPTER 3

Exercise 1, p. 28

1. She 2. they 3. him 4. she 5. us 6. We 7. it 8. They 9. them 10. it

Exercise 2, p. 29

1. she 2. him 3. they 4. him 5. it 6. They 7. they

Exercise 3, p. 30

1. your 2. its 3. their 4. mine 5. His 6. his 7. mine 8. My 9. your 10. your

Exercise 4, p. 32

Irrigation management is an interesting field, especially in places where water supplies are low. Irrigation experts have various tasks such as taking soil samples, checking existing water tables, and projecting the amount of rain for the future. These people usually get 1. their degrees from irrigation institutes. 2. They study many years in order to become familiar with the various tasks involved in 3. their profession. For some of 4. them, a job with local water authorities is a good place to begin 5. their career. Others prefer to find jobs as contractors, working independently to aid farmers with 6. their irrigation needs. Whatever the job, irrigation experts are becoming increasingly important. Water is a precious commodity, and 7. it cannot be taken for granted.

Exercise 5, p. 33

1, C 2, X; themselves 3, X; herself 4, C 5, X; them 6, C 7, X; himself 8, X; ourselves

Exercise 6, p. 34

1. by himself 2. himself 3. at himself 4. for himself 5. of himself 6. themselves 7. himself

Exercise 7, p. 35

1. They (People who work in travel agencies) 2. You (any person to whom you are speaking – or as a reference to people in general) 3. You (any person to whom you are speaking – or as a reference to people in general) 4. they (people who work at the agency) 5. You (any person to whom you are speaking – or as a reference to people in general) 6. You (any person to whom you are speaking – or as a reference to people in general)

Exercise 8, p. 36

1. A – his 2. B – the airport lounges 3. C his 4. B – its

Exercise 9, p. 37

1. A 2. C 3. C 4. C 5. D 6. A 7. C 8. C

Exercise 10, p. 39

Answers will vary.

CHAPTER 4

Exercise 1, p. 43

Answers will vary.

Exercise 2, p.44

Answers will vary.

Exercise 3, p. 45

Answers will vary.

Exercise 4, p. 46

Answers will vary.

Exercise 5, p. 47

Answers will vary.

Exercise 6, p. 47

Answers will vary.

Exercise 7, p. 48

Answers will vary.

Exercise 8, p. 49

Answers will vary.

Exercise 9, p. 50

Answers will vary.

Exercise 10, p. 51

Answers will vary.

Exercise 11, p. 51

Answers will vary.

Exercise 12, p. 52

Answers will vary.

Exercise 13, p. 53

Answers will vary.

Exercise 14, p. 53

Present: he works, they talk, I eat

Present Progressive: he is working, they are talking, I am eating

Present Perfect: he has worked, they have talked, I have eaten

Present Perfect Progressive: he has been working, they have been talking, I've been eating

Used to: he used to work, they used to talk, I used to eat

Would: he would work, they would talk, I would eat

Past Progressive: he was working, they were talking, I was eating

Past Perfect: he had worked, they had talked, I had eaten

Past Perfect Progressive: he had been working, they had been talking, I had been eating

Future: he will work (he is going to work), they will talk (they are going to talk), I will

eat (I am going to eat)

Future Progressive: he will be working, they will be talking, I will be eating

Future Perfect: he will have worked, they will have talked, I will have eaten

Future Perfect Progressive: he will have been working, they will have been talking, I will

have been eating

Exercise 15, p. 54

1. were→are 2. are containing→contain 3.had stacked→stack 4. correct 5. was→is 6. will guess→guess 7. correct

Exercise 16, p. 54

1. simple past / introduced 2. simple past / gave 3. present perfect / have become 4. simple present / account 5. present progressive / is facing 6. simple present / hope 7. future / will come

Exercise 17, p. 55

1. is 2. have 3. were 4. were 5. is 6. recited 7. had 8. would change 9. is 10. are not

Exercise 18, p. 56

1. A 2. D 3. B 4. C 5. D 6. D 7. B 8. A

Exercise 19, p. 57

Answers will vary.

Exercise 20, p. 57

Answers will vary.

CHAPTER 5

Exercise 1, p. 62

1. seen 2. equate 3. know 4. be 5. built 6. been 7. discussed 8. started 9. considered 10. thought 11. be 12. constructed 13. concerned 14. affect 15. causing 16. be 17. erected 18. lost

Exercise 2, p. 63

1. have 2. been 3. asked 4. think 5. think 6. has 7. increased 8. has 9. shrunk 10. identify 11. outnumber 12. continue

Exercise 3, p. 65

1. I never think \rightarrow I never thought 2. I respond \rightarrow I responded 3. After I was calling \rightarrow After I called 4. and take the car \rightarrow and took the car 5. Once he tells me \rightarrow Once he told me 6. the car seems okay \rightarrow the car seemed okay 7. after I buy \rightarrow after I bought 8. I quickly learn \rightarrow I quickly learned 9. I have to pay \rightarrow I had to pay 10. my used car ends up costing me \rightarrow my used car ended up costing me

Exercise 4, p. 66

1. that appealed \rightarrow that appeals 2. radio <u>is</u> about \rightarrow radio <u>was</u> about 3. niece <u>asks</u> me \rightarrow niece <u>asked</u> me 4. children <u>heard</u> \rightarrow children <u>hear</u> 5. I also <u>thought</u> \rightarrow I also <u>think</u> 6. everyone <u>had</u> \rightarrow everyone <u>has</u> 7. limit <u>will be</u> breached. \rightarrow limit <u>is</u> breached OR <u>has been</u> breached.

Exercise 5, p. 66

1. I <u>worked</u> \rightarrow I <u>work</u> 2. restaurant <u>served</u> \rightarrow restaurant <u>serves</u> 3. have clocked in \rightarrow clock in 4. I <u>had</u> to \rightarrow I <u>have</u> to 5. customers <u>showed</u> up \rightarrow customers <u>show</u> up 6. my job <u>entailed</u> \rightarrow my job <u>entails</u> 7. which <u>consisted</u> of \rightarrow which <u>consists</u> of 8. and <u>made</u> sure \rightarrow and <u>make</u> sure 9. people <u>needed</u> \rightarrow people <u>needed</u> 10. customers <u>appreciated</u> \rightarrow customers <u>appreciated</u> 11. this <u>was</u> part \rightarrow this <u>is part</u> 12. We <u>stopped</u> \rightarrow We <u>stop</u> 13. customers <u>did</u> \rightarrow customers <u>do</u>

Exercise 6, p. 67

Answers will vary.

Exercise 7, p. 69

1. have been 2. have taught 3. have had 4. started 5. were 6. moved 7. got 8. worked 9. decided 10. had never worked 11. was 12. stayed 13. taught 14. moved 15. was 16. have had 16. stayed 17. took 18. came 19. found 20. have been 21. have gone 22. have enjoyed

Exercise 8, p. 70

- 1. Lynn's. The past tense verb *wrote* shows that the book was completed, while the past progressive tense verb *was writing* shows that the writing continued and may still continue.
- 2. Jerry. The past tense verb *was sick* shows that the condition of sickness began and ended at a definite point in the past, while the present perfect verb *has been ill* indicates an event or condition that began in the past and continues up to the present moment.
- 3. Mohammed or Hussein. The past tense structures *lived* and *used to live* indicate a condition that is no longer true at present, while the present perfect verb *has lived* indicates a situation that started in the past but is still true in the present.
- 4. Jack. At the time the lights went out, Kevin was in the process of studying and Jack had already finished studying. Kevin's studies were interrupted by the lights going out, while Jack was able to complete his studies without interruption. Past

perfect tense indicates a completed action; past progressive indicates a continuing action in the past.

- 5. Rick. The past progressive tense discusses something that was in progress at a specific time in the past. At the moment the phone rang Luke was finished with his shower, and Kyle was preparing for a shower. Rick was actually in the shower, and was therefore unable to answer the phone.
- 6. a. The telephone rang and interrupted my meal. b. First then phone rang, and then I started eating immediately afterwards. c. I finished eating, and then the telephone rang some time after that. d. I was preparing to eat but had not yet started, and then the telephone rang. e. The phone call interrupted my meal. This tense suggests that the meal had been in progress for some time before the phone rang.

Exercise 9, p. 72

1. D 2. A 3. D 4. B 5. A 6. B 7. A 8. C

Exercise 10, p. 74

Answers will vary.

CHAPTER 6

Exercise 1, p. 76

A good <u>story is</u> essential to a good speech. A good <u>story</u> certainly <u>helps</u> a speaker to grab and maintain people's attention. <u>Sources</u> for good stories for speeches <u>are</u> everywhere. <u>You can find stories</u> in children's books and in holy books. <u>You can highlight</u> the exploits of heroes from mythology or movies in order to make a point. Sports <u>celebrities</u> and historical <u>figures</u> often <u>have</u> life stories that <u>you can use</u> to inspire and teach.

Personal <u>incidents</u> from your childhood and life-changing <u>events</u> <u>are</u> excellent sources for stories for speeches. In fact, <u>all</u> of us <u>are surrounded</u> by stories. Good <u>speakers keep</u> their eyes and ears open for the ones that can be used in presentations. When <u>they read</u> a

story in a newspaper, magazine, or book that helps them make a point, <u>they clip</u> it. When they hear someone tell a great story, <u>they write</u> it down.

Exercise 2, p. 77

In 1965, when Fred DeLuca, age seventeen, borrowed \$1,000 from Dr. Peter Buck to open a sandwich shop, he did not realize that the two of them were launching an immensely successful global business. At the time, DeLuca and thousands of other college students were thinking about earning money to pay for college. The surprising result was a franchised organization with its name on 16,000 restaurants in seventy-four countries. Today Subway has more U.S. restaurants than McDonald's, and it is second only to McDonald's in the number of outlets worldwide. Nearly four decades after Subway's founding, its growth and enthusiastic customer acceptance around the globe have made DeLuca a billionaire.

Exercise 3, p. 78

1. gets 2. believes 3. is 4. does 5. does 6. blames 7. wants 8. does not have/has not had

Exercise 4, p. 79

Answers will vary; however, verbs must be either singular or plural as follows:

1. singular 2. singular 3. plural 4. singular 5. plural 6. singular 7. singular 8. plural

Exercise 5, p. 80

1. is increasing 2. need 3. are 4. are 5. has 6. are not 7. exist 8. is 9. thrive 10. has developed 11. is

Exercise 6, p. 81

1. c 2. e 3. g 4. h 5. d 6. a 7. b 8. i

Exercise 7, p. 82

1. Kim <u>are</u> \rightarrow Kim <u>is</u> 2. one of the biggest problems <u>are</u> \rightarrow one of the biggest problems <u>is</u> 3. a two-room apartment cost \rightarrow a two-room apartment costs 4. Three thousand dollars are \rightarrow Three

thousand dollars <u>is</u> 5. friends <u>has</u> been saving \rightarrow friends <u>have</u> been saving 6. Kim and her friends <u>wants</u> \rightarrow Kim and her friends <u>wants</u>

Exercise 8, p. 83

1. B—were disqualified 2. D—are going to 3. D—is not so 4. D—the students

Exercise 9, p. 84

1. B 2. B 3. B 4. A 5. B 6. A 7. B 8. A

Exercise 10, p. 85

Answers will vary.

CHAPTER 7

Exercise 1, p. 90

Answers will vary.

Exercise 2, p. 91

Answers will vary.

Exercise 3, p. 92

1. from 2. to 3. through 4. for 5. between 6. until 7. after 8. in 9. until 10. at 11. of 12. on 13. At 14. after 15. for 16. by 17. in

Exercise 4, p. 94

1. at 2. in front of 3. in 4. on 5. below 6. throughout 7. among 8. in 9. On 10. behind 11. on 12. outside 13. on 14. below 15. on 16. by 17. far from 18. near 19. at 20. on 21. at the top of 22. far from 23. next to 24. on

Exercise 5, p. 96

First, climb <u>out of</u> the boat. Walk <u>along</u> the pier <u>out of</u> (\rightarrow towards) the shore. When you get <u>to</u> the shore, turn east and go <u>past</u> the palm trees. Near the palm trees are some huge boulders. Climb <u>by</u> (\rightarrow over) the boulders and head <u>for</u> the tower. Walk <u>around</u> the tower and <u>through</u> \rightarrow (around) the bushes that run <u>into</u> \rightarrow (along) the stream. Go <u>across</u> the stream, <u>away from</u> the tower. Soon you will see a flag on a pole. Dig until you find the box buried beneath the pole. Head <u>back from</u> \rightarrow (back to) your boat at the dock.

Exercise 6, p. 97

Answers will vary.

Exercise 7, p. 98

1. at odds 2. in a hurry 3. in love 4. on vacation 5. out of control 6. in debt

Exercise 8, p. 99

1. B—in back of 2. C—spent 3. D—in the pool 4. B—on the bed

Exercise 9, p. 100

1. D 2. B 3. B 4. A 5. C 6. B 7. B 8. D

Exercise 10, p.101

Answers will vary.

CHAPTER 8

Exercise 1, p. 105

1. Central 2. imaginative 3. new 4. many 5. available 6. pristine 7. historical 8. picturesque 9. unknown 10. alternative 11. popular 12. South 13. local 14. Central 15. Asian 16. cheap 17. natural 18. rich 19. Opulent 20. regional 21. Central 22. unforgettable 23. Central 24. numerous 25. brave

Exercise 2, p. 106

1. inauguration 2. Members, occasion 3. students, ceremony 4. importance, excellence 5. partnership, community 6. reception

Exercise 3, p. 107

1. simplify 2. criticize 3. complicates 4. widens

Exercise 4, p. 108

1. real → really 2. opinionate → opinion 3. academize → academic 4. actively → active 5. professorship → professor 6. scholar → scholarship 7. eligible → eligibility 8. dependence → dependent 9. graduation → graduate 10. childlike → childhood

Exercise 5, p. 109

Answers will vary.

Exercise 6, p. 110

1. excellent 2. Chinese 3. production 4. new 5. classic 6. popular 7. poor 8. involvement

Exercise 7, p. 110

1. Some symbols are <u>literary</u>, some <u>political</u>, and others <u>religious</u>. 2. For example, a <u>golden</u> object might represent the sun or power and wealth. 3. Animals often <u>symbolize</u> traits or represent beliefs. 4. A parrot suggests the image of a <u>talkative</u> person. 5. In the United States, the donkey symbolizes the party that supports a system of <u>democracy</u>. 6. Some symbols may be easy to understand, such as the owl, which represents <u>wisdom</u> or the pineapple, which depicts <u>hospitality</u>. 7. For example, the Jolly Roger, the flag flown from pirate ships, evokes the threat of possible <u>violence</u>. 8. The same symbol, the skull and crossbones, is used on <u>poisonous</u> substances, warning people that the contents are not <u>edible</u> and in fact, quite <u>harmful</u> if eaten. 9. In fact, some writers <u>complicate</u> their symbols, causing <u>arguments</u> among readers. 10. For more information on the practice of using <u>symbolism</u>, talk to the reference <u>librarian</u>. Perhaps there's a title "Symbolism <u>Simplified</u>" on the shelves.

Exercise 8, p. 112

1. marry (v), marriage (n), married (adj) 2. popular (adj), population (n), populate (v), popularize (v), popularization (n) 3. problem (n), problematic (adj) 4. immediacy (n), immediate (adj), immediately (adv) 5. current (adj), currency (n), currently (adv) 6. labor (v), labor (n), laboratory (n), laborious (adj) 7. sympathize (v), sympathy (n), sympathetic (adj), sympathetically (adv) 8. president (n), preside (v), presidential (adj)

Exercise 9, p. 112

1. A (argument) 2. C (ordinary) 3. C (complicated) 4. A (criticized)

Exercise 10, p. 113

1. A 2. D 3. A 4. A 5. C 6. A 7. B 8. A

Exercise 11, p. 114

Answers will vary.

CHAPTER 9

Exercise 1, p. 119

1. should have cooked, a 2. shouldn't have traveled, a, b 3. should have told, a 4. should have sent, b 5. shouldn't have dropped, b 6. shouldn't have faded, a

Exercise 2, p. 120

1. Joe should not have bought a used car. 2. I should have gotten / bought a new umbrella. 3. We should have taken a taxi. We should not have taken a bus. 4. Toshio should not have quit his job today. 5. I should not have gone to bed after midnight last night. I should have gone to bed earlier last night.

Exercise 3, p. 121

1. must have been 2. must not have watched 3. must have had 4. must not have fit 5. must not have understood 6. must have taken

Exercise 4, p. 122

1. could not have passed 2. could have killed 3. could have easily bought 4. could have visited 5. couldn't have lent 6. didn't need 7. could have flown 8. couldn't have rained

Exercise 5, p. 123

1. It might have rained last night. 2. When you called last night, David might not have been home. 3. He might not have felt well. 4. He might not have understood the directions. 5. The doctor might have prescribed the wrong medicine. 6. The pilot might have turned onto the wrong runway.

Exercise 6, p. 124

1. Jennifer may have gone to her cousin's house. 2. Ned may not have liked the gift that Linda gave him. 3. Some passengers may have survived the crash. 4. He may not have heard the announcement. 5. The secretary may have already received the documents. 6. It may have been too late for Alan to buy a cheap ticket for the flight.

Exercise 7, p. 125

1. would not have started 2. would have liked 3. would not have been 4. would have won 5. would have been 6. would not have had

Exercise 8, p. 126

- 1. I <u>couldn't have been</u> (was not) more than five years old. 2. I <u>might have been</u> (it's possible) as young as three. 3. It must have been (probably was) around 6 or 7 o'clock...
- 4. We should have left (but we didn't) earlier. 5. If we had left the house earlier, we

might have gotten (this was possible, but it didn't happen) 6. If we had done that, then \underline{I} could have had (I wasn't able to have) some ice cream.

Exercise 9, p. 127

1. A 2. A 3. C 4. C 5. B 6. D 7. A 8. A

Exercise 10, p. 129

Answers will vary.

CHAPTER 10

Exercise 1, p. 132

1. To relieve 2. Feeling 3. To cut 4. Doing 5. writing 6. to organize 7. Feeling 8. Singing 9. playing 10. to switch 11. to reduce

Exercise 2, p. 133

Actual answers may vary. Example answers: 1. cooking (object of preposition) 2. cooking (subject complement) 3. Eating (subject) 4. tasting (object of preposition) 5. cleaning (direct object) 6. cooking (object of a preposition) 7. mopping (direct object) cleaning (object of a preposition)

Exercise 3, p. 134

Answers will vary.

Possible answers are: 1. considered studying 2. postponed going 3. wasn't worried about passing 4. went shopping 5. went dancing 6. dreamed about failing 7. finished reading 8. recommend not doing 9. suggest reviewing 10. reviewing 11. worry failing

Exercise 4, p. 136

Answers will vary.

Possible answers are: 1. to become their family's first college graduates. (to show purpose) 2. to leave home and move to a big city (after certain adjectives) 3. to study (direct object) 4. to offer (after certain adjectives) 5. to refuse (after a phrase with it + ADJECTIVE) 6. to study (to show purpose) 7. to adjust to college life. (phrase with it + adjective), to finally accomplish their goals (after certain adjectives)

Exercise 5, p. 138

1. to searching \rightarrow to search 2. to argue \rightarrow arguing 3. be a "loner" \rightarrow being a "loner" 4. to stress \rightarrow stressing 5. To resisting \rightarrow To resist 6. begin bolster \rightarrow begin to bolster or begin bolstering 7. by to deal with \rightarrow by dealing with

Exercise 6, p. 139

1. advised me to study 2. did not want me to lose out 3. forbade me to watch 4. tell me to practice 5. me to play 6. invite her friends to listen 7. convinced me to appreciate

Exercise 7, p. 140

1. to tell 2. telling 3. stopping 4. to stop, stopping 5. spending 6. to spend 7. to save 8. saving 9. to inform 10. informing

Exercise 8, p. 141

1. A 2. C 3. A 4. D 5. A 6. C 7. C 8. D

Exercise 9, p. 142

Answers will vary.

CHAPTER 11

Exercise 1, p. 145

The following receive check marks (1): 1, 5, 6, 9, 11, 13, 14, 16, 18, 20

Exercise 2, p. 145

1. were being seated 2. was introduced 3. was (visibly) moved 4. was announced 5. could be heard 6. were not mentioned 7. Having been addressed

Exercise 3, p. 146

1. active, <u>must use</u>: In Unit 12, a range of written sources <u>must be used</u> to understand the causes of World War I. 2. active, <u>facilitate</u>: The presentation and understanding of the events leading up to and following World War I <u>are facilitated</u> by video and other media.

3. passive, <u>has been emphasized</u>: In the accompanying course textbook, the authors have <u>emphasized</u> in great detail the constantly changing nature of world governments over several decades. 4. passive, <u>are protected</u>: Title 17 of the United States Copyright Law <u>protects</u> both the illustrations and the written material in the text. 5. passive, <u>was written</u>: Charles Kingly, a well-known university history professor, <u>wrote</u> the introduction to the first chapter in 1999.

Exercise 4, p. 149

1. Error: no agent / Why: Agent is important. Correction: World War II was won by the Allies. 2. Error: was occurred / Why: no passive is possible because "occur" is an intransitive verb. Correction: World War II occurred more than fifty years ago. 3. Error: was fighting / Why: passive voice requires past participle of "fight" – "fought." Correction: World War II was fought in Europe and Asia. 4. Error: were died / Why: no passive is possible because "die" is an intransitive verb. Correction: Thousands of soldiers died in World War II. 5. Error: ...by the people / Why: the agent in this case is not necessary – obviously "people" build or rebuild cities. Correction: For years after the war, countries were completely rebuilt. 6. Error: ...by people / Why: the agent in this case is not necessary. Correction: Even today, some of the signs of the War can still be seen.

Exercise 5, p. 150

1. firms include 2. correct 3. has passed 4. correct 5. include 6. must attend 7. are designed 8. correct 9. must take 10. can be obtained

Exercise 6, p. 150

1. correct 2. correct 3. offered 4. would teach 5.correct 6. provided 7. correct 8. correct 9. correct 10. might also be taught

Exercise 7, p. 152

1. am lost 2. are confused 3. is crowded 4. is scheduled 5. is turned 6. am getting hungry 7. am getting worried 8. getting sick 9. getting depressed 10. getting better

Exercise 8, p. 154

1. interested 2. surprised 3. amazing 4. visiting 5. crowded 6. not disappointed 7. thrilling 8. interesting 9. known 10. tired 11. satisfying 12. thrilled 13. sold 14. disappointed 15. exhausted

Exercise 9, p. 155

Answers will vary.

Exercise 10, p. 156

1. ecxiting newcomer→ excited newcomer 2. correct 3. correct 4. amused cultural differences → amusing cultural differences 5. Repeating remarks→ Repeated remarks 6. correct 7. correct 8. satisfied foods→ satisfying foods 9. overwhelming newcomer→ overwhelmed newcomer 10. disappointing newcomer→ disappointed newcomer 11. correct 12. rejecting customs→ rejected customs 13. correct

Exercise 11, p. 157

1. A (calculated) 2. C (administered) 3. C (appears) 4. B (provided)

Exercise 12, p. 158

1. D 2. B 3. C 4. C 5. A 6. A 7. D 8. D

Exercise 13, p. 160

Answers will vary.

CHAPTER 12

Exercise 1, p. 162

1. If the air temperature drops below freezing, the forecast will be snow. 2. If the temperature is above freezing, then rain is much more likely. 3. You should seek shelter immediately if you are outside during a thunderstorm. 4.: If a tornado appears to stay in the same place and is growing larger, this may mean that it is coming toward you. 5. If you have seen a tree move or waves on the water, you have seen the effect of wind. 6. If air that has been heated by the sun during the day cools enough at night, the moisture in the air condenses and forms fog. 7. If the wind in a tropical storm reaches 74 miles per hour, that storm becomes a hurricane. 8. In Medieval Europe, people used to ring church bells if they saw lightning or heard thunder.

Exercise 2, p. 163

Answers will vary.

Possible answers include: 1. breaks 2. can take the bus 3. freezes 4. forced me to eat it anyway 5. became very upset 6. walk to the post office 7. spanked them. 8. thought the world was coming to an end

Exercise 3, p. 164

Answers will vary.

Exercise 4, p. 165

Answers will vary.

Exercise 5, p. 166

Answers will vary.

Exercise 6, p. 167

Answers will vary.

Exercise 7, p. 168

1a. study, will do 1b. studied, would do 1c. had studied, would have done 2a. had known, would have translated 2b. knew, would translate 2c. know, will translate 3a. had, would take 3b. have, will take 3c. had had, would have taken 4a. see, will tell 4b. had seen, would have told.

Exercise 8, p. 169

1. hadn't planned 2. would have had 3. had forgotten 4. would have gotten 5. didn't have 6. would be 7. would have 8. were 9. would stay 10. were 11. would insist 12. have 13. will be

Exercise 9, p. 170

Answers will vary.

Exercise 10, p. 171

1. B 2. A 3. A 4. A 5. A 6. A 7. B 8. B

Exercise 11, p. 172

Answers will vary.

CHAPTER 13

Exercise 1, p. 174

Answers will vary.

Exercise 2, p. 176

1. Despite the poor housing market and high crime rate in the area, Carla and Bob moved to the city to be closer to cultural attractions. 2. Casually yet purposefully, they walked around their new neighborhood. 3. In an all-out effort to discourage crime, residents have formed a neighborhood watch group. 4. Under a slowly spinning fan on their porch, Carla and Bob sat and drank lemonade. 6. Rarely do they have the time to do this with so much of their time spent organizing their new home.

Exercise 3, p. 177

1. <C>I imagined<C> did I imagine 2. <C>a building extremely modern<C> an extremely modern building 3. <C>behind<C> is behind 4. <C>general<C> generally 5. <C>Rarely I<C> Rarely do I

Exercise 4, p. 178

Answers will vary.

Possible answers are: 1. of technical machinery 2. about the grammar lesson 3. in television programs about forensic science 4. of the writing center on campus 5. for being rude to strangers 6. with telecommunications systems 7. on how to apply for financial aid 8. to the professor's last lecture?

Exercise 5, p. 180

1. correct 2. relate to 3. correct 4. correct 5. contribute to 6. agree with 7. correct 8. correct 9. belong to 10. worry about

Exercise 6, p. 180

guess at, listen to/for, study for, work with/toward/on, apologize to/for, dream of/about, rely on, pay attention to, disagree with/on, complain of/to/about, think about/of, talk to/about. Sentences will vary.

Exercise 7, p. 182

1. unsure of 2. concerned with/about 3. think about 4. frustrated with/by 5. angry with/at 6. accountable for 7. proud of

Exercise 8, p. 182

B—interested in 2. B—agree with 3. A—confusion about 4. A—Seldon do we 5.
 B—in two days

Exercise 9, p. 183

1. C 2. A 3. C 4. D 5. B 6. D 7. C 8. C

Exercise 10, p. 185

Answers will vary.

CHAPTER 14

Exercise 1, p. 189

1. that were originally used in the military or in rugged terrain. 2. which normally have four-wheel drive 3. which have been popular around the world for many years 4. that the British military has utilized extensively 5. that have many advantages 6. that they use

Exercise 2, p. 189

1. C 2. X, people which→ people whom/that 3. C 4. X, friends which→friends that /whom 5. X, Internet who→Internet that/which 6. C

Exercise 3, p. 189

Answers will vary. Possible answers are: 1. that you've always wanted 2. that the interviewer might ask 3. which you are applying for. 4. who stands between you and. 5. whose decision it is to offer you the job.

Exercise 4, p. 191

1. Tashkent, which is the capital of Uzbekistan, is experiencing economic growth these days. 2. My boss, who has been working for the company for ten years, is planning to transfer to Uzbekistan. 3. His consulting firm, which is one of the most successful in the country, is opening a new Central Asian office. 4. The consulting firm's financial advisers, who routinely analyze economic trends abroad, were happy with the expansion. 5. My boss, whose family will be accompanying him, will leave for Uzbekistan at the end of the year.

Exercise 5, p. 191

1. C who are now retired 2. X son, who is a student at London's School of Economics, lives 3. X university, which is one of the most prestigious in all of Europe, caters 4. C, who study there 5. C, who graduate from the London School of Economics. 6. X, graduate, who has landed a job at the United Bank of Europe, has

Exercise 6, p. 193

1. who/that 2. who/that 3. which 4. which 5. whom/that 6. which 7. that/which 8. who

Exercise 7, p. 194

1. which. I had wanted 2. who is from Malaga 3. which is filled with all sorts 4. that I hadn't seen all summer 5. that I want to participate in 6. that will keep me busy

Exercise 8, p. 196

Answers will vary.

Possible answers are:

- 1. The college from which George just graduated has a professional development office.
- 2. The woman whom George spoke to works in the university's professional development office. 3. The Student Services Building in which the office is located is near the center of campus. 4. The university students for whom these services are most beneficial are recent graduates. 5. Some of the employment tests that George paid a

small fee for took two hours to complete. 6. A private employment agency, which George has heard good things about, would be his last resort.

Exercise 9, p. 197

Answers will vary.

Exercise 10, p. 199

1. that $/ \varnothing /$ which 2. that / which 3. who 4. that $/ \varnothing$ 5. when 6. that / which $/ \varnothing$ 7. where $/ \varnothing$ 8. whose

Exercise 11, p. 200

1. that her father had purchased \rightarrow her father had purchased 2. which was located on the Miami River. \rightarrow located on the Miami River 3. that she saw \rightarrow she saw 4. that included beautiful homes and lush gardens \rightarrow including beautiful homes and lush gardens 5. who were now grown \rightarrow now grown 6. which she had inherited \rightarrow (land) she had inherited 7. which included a school, a church, and a hospital \rightarrow including a school, a church, and a hospital 8. which destroyed \rightarrow destroying 28 of the town's buildings 9. whose land remained largely vacant

Exercise 12, p. 201

1. A—music which 2. C—line where 3. C—Nashville, Ø 4. D— Ø

Exercise 13, p. 202

1. C 2. b 3. B 4. C 5. C 6. A 7. D 8. B

Exercise 14, p. 203

Answers will vary.

CHAPTER 15

Exercise 1, p. 207

1. Whenever / function: time / correction: new job she gets nervous → new job, she gets nervous. 2. because / function: reason, cause / correction: happens, because → happens because 3. If / function: condition / correction: job hunting she would → job hunting, she would 4. after / function: time relationship / correction: career, after doing → career after doing 5. While / function: time relationship / correction: not free the benefits → not free, the benefits

Exercise 2, p. 207

1.X / correction: beneficial global \rightarrow beneficial, global 2.C 3.C 4.X / correction: steel industry he decided \rightarrow steel industry, he decided 5.X / correction: this action, after \rightarrow this action after 6.X / correction: happening again the European \rightarrow happening again, the European 7.C

Exercise 3, p. 208

Answers will vary.

Possible answers include: 1. got home from school 2. I cleaned it up a little bit 3. my room gets too messy 4. got rid of some of the clutter 5. got online to check my email 6. we have the time 7. I left the house 8. I rented a movie and watched it with my sister

Exercise 4, p. 209

Answers will vary.

Exercise 5, p. 210

Answers will vary.

Exercise 6, p. 210

Answers will vary.

Exercise 7, p. 212

1. While Lisa was hiking through the Andes Mountains, she had... → While hiking through the Andes Mountains, Lisa had 2. When Lisa was halfway up the hill → No reduction possible. 3. After she got a good foothold, she... → After getting a good foothold, she 4. Even if she is invited by her closest friends to go hiking, → Even if invited by her closest friends to go hiking,

Exercise 8, p. 212

1. IR / Before became a military general → Before he became a military general 2. P / the public, although → the public although 3. C 4. C 5. C 6. DM / address to Congress, a serious car accident → address to Congress, the president was in a serious car accident...

7. C 8. P / pollution statistics many → pollution statistics, many

Exercise 9, p. 214

- 1. Because production costs were low, the company exceeded its output of merchandise.
- 2. Because of export tax increases, prices rose sharply. 3. Consumers bought more import automobiles although more expensive than domestic models. 4. In spite of the fact that labor relations were difficult, the company turned a profit. 5. Greece's agriculture production increased despite the damage caused by the drought.

Exercise 10, p. 214

1. A—despite its beauty 2. C—took a bath 3. D—stop arguing 4. A—Though the show was boring

Exercise 11, p. 215

1. C 2. C 3. B 4. D 5. D 6. A 7. B 8. A

Exercise 12, p. 217

Answers will vary

CHAPTER16

Exercise 1, p. 221

1. what people consider good leadership 2. What experts in the global marketplace are coming to understand 3. that no two cultures view leadership in the same way. 4. that employees have a family-like loyalty to the company 5. which position a leader occupies within a company 6. that the company maintain open communication 7. that management discuss important decisions with all employees before implementation 8. Whoever has good interpersonal skills and financial discipline and gives employees minimal rules and maximum trust

Exercise 2, p. 223.

1. NP (S) 2. NP (OV) 3. NC (S) 4. NP (S) 5. NC (OV) 6. NC (OP) 7. NC (OV) 8. NC (OV) 9. NP (OV) 10. NC (OV) 11. NC (OV) 12. NP (OV)

Exercise 3, p. 224

1. <C>could you<C> ever \rightarrow you could 2. <C>than<C> \rightarrow that 3. <C>what is their joke,<C> \rightarrow what their joke is 4. <C>whatever want<C> \rightarrow whatever they want 5. <C>Is also<C> important \rightarrow It is also 6. no error 7. no error 8. <C>knows the audience<C> \rightarrow the audience knows 9. <C>that you<C> can learn these skills? \rightarrow whether you 10. <C> is <C> certain \rightarrow it is

Exercise 4, p. 225

1. who the king of the jungle is? 2. the lion was the king of the jungle. 3. That the monkey had given the anticipated answer 4. that it had 5. who the king of the jungle is 6. Who is the king of the jungle? 7. what had just 8. why you did this

Exercise 5, p. 228

1. Nobody in my class can remember when Lincoln was born. 2. The nurse explained why it is important to wear sunscreen in the summer. 3. I'm not sure whether Pepsi has more calories than Coca-Cola. 4. If you want to know how far Dallas is from Denver,

check the Internet. 5. This newspaper article discusses which websites Yahoo! listed

first. 6. When geese migrate is related to the climate and seasons of the year. 7. Do you

know what Patrick Henry's famous words were about the American Revolution? 8. The

television reporter is talking about where the expression "raining cats and dogs" comes

from.

Exercise 6, p. 229

Answers will vary.

Possible answers are: 1. It is important that a traveler be aware of the hazards relevant to

their traveling situation. 2. Some governments require that travelers obtain a visa before

entering the country. 3. Some doctors suggest that a traveler to underdeveloped countries

receive vaccinations before traveling. 4. Airports can be crowded, so airlines recommend

that an international traveler be at the airport at least three hours before departure time. 5.

It is recommended that travelers with young children hold their children's passports as

well as other important travel documents.

Exercise 7, p. 229

1. D—that 2. B—is 3. D—a long period of hyperinflation can be 4. B—that

Exercise 8, p. 231

1. A 2. D 3. B 4. A 5. D 6. D 7. D 8. A

Exercise 9, p. 232

Answers will vary.

CHAPTER 17

Exercise 1, p. 234

Answers will vary.

Possible answers are:

1. The enormous tree and the old house cast shadows over the lawn. 2. The car turned sharply and quickly sped away down the highway. 3. We absolutely loved the new movie, but they simply hated it. 4. Jimena mowed the overgrown lawn, and Ted washed the cars in the driveway. 5. Whenever she hears him play the guitar, she always feels dizzy and weak in the knees. 6. I quickly showered before I ate a simple breakfast of toast and black coffee.

Exercise 2, p. 236

Answers may vary.

Possible answers are:

1. After she assembled all of her baking supplies and found her favorite cookie recipe, she baked the cookies and offered them to her family for dessert. 2. This recipe is easy to understand and prepare. 3. Anna Svenson, the creator of the *Heavenly Taste* recipe books, was interviewed on *Food for Families*. It is a television cooking show that is extremely popular with women between the ages of twenty-five and thirty-nine. 4. Although baking is a fairly easy task, some people are not comfortable using an oven. 5. Because we didn't have enough eggs, we had to go to the supermarket yet again!

Exercise 3, p. 237

Answers will vary.

Some possible answers are:

1. The city on the Atlantic Ocean was hit by a hurricane and almost entirely destroyed. 2. After the hurricane, electrical power to the city was cut off, the water was contaminated, and many trees were uprooted. People were very worried about their homes. 3. Mrs. Heldon, the mayor of the city, appealed to the citizens to remain calm and wait for rescue teams. 4. The Red Cross, an international relief organization, set up tents for homeless people. It delivered food and clothing to the residents. It also fed the workers who rescued people from their homes.

Exercise 4, p. 239

1. X, Taking a course online has some disadvantages. For example, if you have a question, you can't get an immediate answer. 2. C 3. X, Students in some online courses participate from countries all over the world, and it's interesting to exchange ideas and information with them. 4. X, Online courses require students to be self-disciplined because it's easy to put off doing assignments. 5. X, In some respects, online classes are similar to those held in a classroom. In other respects, they are very dissimilar. 6. C

Exercise 5, p. 240

There are many ways to reduce stress in your <u>life</u>. One of the best ways I have found is through <u>baking</u>. It takes your mind off your everyday problems and redirects your energy. Then you become creative and productive.

The benefits of baking include the pleasure you derive from being creative as well as the gratitude you receive from the people who are the recipients of your efforts. Like cookies, praise is never hard to swallow.

Baking also has a down <u>side</u>. <u>It often</u> happens that once people discover that stress for you equals baked goods for <u>them</u>, <u>they</u> begin to find ways to increase your <u>stress</u>. <u>For</u> example, you are assigned to many committees suddenly. The solution? I haven't had time to figure it out <u>yet</u>; I am too busy baking.

Exercise 6, p. 241

Fragments: 1. And lots of energy. 2. Or even stay home and read a book. 3. Where I spend time looking at all the luscious tropical fruits and choosing some for my Sunday breakfast. 4. During the late afternoon. 5. Although I haven't finished my chores. 6. Before I know it. 7. But I'm always shocked. 8. Too late to start a new project. 9. And think about writing a new list again next week.

Exercise 7, p. 243

I have just finished reading an article called "Living in a Dream World" by Dr. Carl Young in *Psychology: It's All in Your Mind* magazine. This article explains a great deal about dreams. For example, it explains that all dreams are not equal in importance.

Dreams that have importance will remain in a person's memory for years. Dreams that have little or no importance are easily forgotten.

In order to analyze one's dreams, it helps to recall the following: the people, animals, or objects in the dream; the mood; the atmosphere; and any color in the dream. It was surprising to discover that not all people dream in color.

Dreams and their meanings differ from person to person. However, there are common themes. A dream about a bird may represent freedom; a dream about insects may represent the dreamer's hard work; a dream about floating down a river may refer to the passage of time in the dreamer's life.

After I finished reading the article, I realized that a person's dreams are an emotional barometer of sorts that should be explored in order to learn what messages the unconscious mind is sending the conscious one.

Exercise 8, p. 244

1. C 2. A, B 3. A 4. A 5. A 6. C 7. B 8. A

Exercise 9, p. 246

Answers will vary.

CHAPTER 18

Exercise 1, p. 248

1. adjectives 2. verbs 3. adjectives 4. adverbs 5. verbs 6. adjectives 7. noun/pronoun

Choosing a career is at the same time both exciting and frightening. On one hand, it is exciting because there are so any professions and fields from which you can choose. On the other hand, it is frightening because if you make a mistake, decide on the wrong career, and find yourself with a lousy job, you may be unhappy or frustrated for your entire working life. Clearly, it is important to consider your options completely and thoroughly before making the final decision. To find the perfect job, you should both

research your field of interest and talk to a career counselor to help make the correct choice. However, your ultimate career choice must be based on personal, professional, and financial reasons that make sense to you. This life-altering decision matters so much because it will affect not only you but also your family.

Exercise 2, p. 250

1. by their general appearance and by their altitude in the atmosphere 2. cirrus, stratus, and cumulus. 3. under 10,000 ft., between 10,000 and 20,000 ft., and higher than 20,000 ft. → above 20,000 ft. 4. produce precipitation and can tower up 5. Learning these few terms and to gaze at the sky → Learning these few terms and gazing at the sky 6. the cloud classification system and the weather associated with specific cloud types 7. you can begin to predict the weather and matching skills → you can begin to predict the weather and match skills

Exercise 3, p. 251

1. how much they are exercising \rightarrow how much they exercise 2. and getting cancer \rightarrow and cancer 3. that they find it boring \rightarrow or because they find it boring 4. being bored \rightarrow boredom 5. hurdles that they have to overcome \rightarrow hurdles to overcome

Exercise 4, p. 252

Answers will vary.

Exercise 5, p. 252

Actual answers may vary.

Possible answers are: 1. The Great Plains is a vast, relatively flat, and treeless region that stretches from north to south across the center of the nation. 2. The buffalo provided most essentials: the meat was eaten, the skin was used for clothing and shelter, the bones and horns were made into implements, and even the left-over fatty parts were used as fuel for fires. 3. Women raised corn and squash and gathered wild fruit and vegetables while men hunted, fished, and cultivated tobacco and other crops near their village. 4. A Plains Indian lesson on sharing is "When you see a boy barefooted and lame, take off your

moccasins and give them to him. If you see a boy hungry and starving, bring him to your home and give him food." 5. While most white Americans believed that land was a commodity to be bought and sold, Native Americans believed that land was to be used but not individually owned.

Exercise 6, p. 253

1. Almost half of the students in Section 003 of Freshman Composition neither showed up for the final nor turned in their five required essays. 2. The composition instructor was not only knowledgeable but also fair. 3. It would be best if you included sources for your topic from both the Internet and the university library. 4. The student received a zero for plagiarizing not an essay but a research paper. 5. The students need to either choose a research topic or ask the instructor to assign one. 6. Both the type and length of test are important considerations when studying for an exam.

Exercise 7, p. 255

1. Some students are better at learning languages than other students. 2. Writing in a second language is usually more difficult than speaking in a second language. 3. The book that you used in your grammar class is similar to the one I used in my grammar class. 4. The writing homework was as difficult today as it was yesterday. 5. I think I prefer listening to language CDs more than you do. 6. The rules for using semi-colons in English are almost the same as in Spanish.

Exercise 8, p. 255

Answers vary.

Exercise 9, p. 258

1. The lawyers were relieved to learn that Mr. Owens, the former executive director, had come, signed the agreement, and left without incident. 2. They had presented a list of issues, a possible resolution, and a deadline which were all acceptable to their client. 3. Mr. Owens went to his attorney's office and made an appointment for both himself and his wife. 4. His wife is amazing—look at the way she handles the responsibility of home,

work, and volunteering amid all this turmoil. 5. Mr. Owens told us that he couldn't come to next week's board meeting and that he had reasons for not coming. 6. Mr. Owens lost the respect of the board, not because he wasn't working hard but because his employees weren't working hard.

Exercise 10, p. 259

1. we remonstrated \rightarrow we have remonstrated 2. you can give me death \rightarrow give me death 3. cannot be hallowed by us \rightarrow we cannot hallow 4. government of the people, \rightarrow that this government of the people 5. for people \rightarrow for the people 6. devotion \rightarrow the devotion 7. ask what you are able to do for the country \rightarrow ask what you can do for the country 8.

Exercise 11, p. 260

1. A 2. C 3. B 4. A 5. A 6. D 7. B 8. A

Exercise 12, p. 262

Answers will vary.

CHAPTER 19

Exercise 1, p. 266

1. made 2. see 3. rising 4. made 5. feel 6. used to travel 7. told 8. said 9. say 10. felt 11. waste 12. borrow 13. saw 14. watched 15. saw 16. rise 17. lay 18. must not 19. waste 20. wasting

Exercise 2, p. 267

Expressions with *Do:* the laundry, the dishes, a term paper, math, homework, well on an exam, the shopping, some yard work, housework, a good job, a favor, time in jail, for a living, a key word search, something over. **Expressions with** *Make:* fun of, a salad, a phone call, good time, a face, plans for tonight, dinner, trouble, bread, money, one sick,

up an exam, angry, a living, a mistake, so much noise, new friends, coffee, an enemy, someone happy.

Exercise 3, p. 268

Answers will vary.

Possible answers are: 1. I got here late last night. 2. I got my degree in 2005. 3. I got ill last night. 4. I got off work at 7:00 p.m. last night. 5. I got him to paint the house last week.

Exercise 4, p. 269

1. Mothers make their children eat spinach. 2. Mothers sometimes let their children watch scary movies on TV. 3. Mothers have their children clean up their own rooms. 4. Mothers make their children do all of their homework. 5. Mothers have their children call if they are going to be late. 6. Mothers never let their children play outside in bad weather.

Exercise 5, p. 271

1. story 2. time 3. a number 4 homework 5. work 6. news 7. times 8. works 9. the number

Exercise 6, p. 273

1. There / they're 2. it's 3. Whose / Who's 4. Their / their 5. who's / your 6. it's 7. You're / it's / their

Exercise 7, p. 274

1. not very <u>many</u> research \rightarrow not very <u>much</u> research 2. <u>so</u> an increased interest \rightarrow <u>such</u> an increased interest 3. that <u>many</u> time off \rightarrow that <u>much</u> time off 4. is <u>little</u> short to \rightarrow is <u>too</u> short to

Exercise 8, p. 275

1. X: Between all the instructors \rightarrow Among all the instructors 2. X: after three days \rightarrow in three days. 3. C 4. X: since a week \rightarrow for a week. 5. X: since four years ago \rightarrow for four years. 6. C 7. C 8. C

Exercise 9, p. 277

1. <u>almost</u> their money \rightarrow <u>most of</u> their money 2. <u>This</u> kinds of funds \rightarrow <u>These</u> kinds of funds 3. <u>these</u> lower return \rightarrow <u>this</u> lower return 4. <u>Alike</u> \rightarrow <u>Like</u> 5. most <u>others</u> investment consultants \rightarrow most <u>other</u> investment consultants 6. Don't <u>never</u> invest \rightarrow Don't <u>ever</u> invest 7. ask <u>the other</u> person \rightarrow ask <u>another</u> person 8. invest <u>bad</u> \rightarrow invest badly

Exercise 10, p. 279

1. So 2. so 3. either 4. so 5. too 6. Neither

Exercise 11, p. 280

1. B 2. C 3. A 4. D 5. C 6. B 7. C 8. D

Exercise 12, p. 282

Answers will vary.

CHAPTER 20

Exercise 1, p. 283

1. correct 2. cultures celebrates → cultures celebrate 3. correct 4. correct 5. New Years includes → New Years include

Exercise 2, p. 284

1. Eritrea involves→ Eritrea involve 2. correct 3. members helps → members help 4. correct 5. children then takes → children then take

Exercise 3, p. 284

1. clothings \rightarrow -clothing 2. Childs celebrate \rightarrow Children celebrate 3. outfits. It \rightarrow outfits. They 4. Correct 5. and she \rightarrow and they

Exercise 4, p. 285

1. There is \rightarrow There are 2. correct 3. dish require \rightarrow dish requires 4. correct 5. with family members \rightarrow for family members

Exercise 5, p. 285

1. correct 2. correct 3. correct 4. Is a wonderful \rightarrow It is a wonderful 5. at a positive \rightarrow in a positive

Exercise 6, p. 286

 $1. \varnothing 2$. the $3. \varnothing 4$. a 5. an

Exercise 7, p. 286

1. Athlete scholarships→Athletic scholarships 2. equal emphasize→equal emphasis 3. to concentration→to concentrate 4. difficulty choice→ difficult choice 5. choice the former→choose the former

Exercise 8, p. 287

1. may also to help \rightarrow may also help 2. athletes has to \rightarrow athletes have to 3. have pay \rightarrow have to pay 4. their physically and \rightarrow their physical and 5. mental healthy \rightarrow mental health 6. could has put \rightarrow could put 7. athlete skills \rightarrow athletic skills

Exercise 9, p. 287

1. scholarships can may help→ scholarships can help 2. financially support→ financial support 3. worry in finding→ worry about finding 4. two-year degree is numerous→ two-year degree are numerous 4. students not able → students are not able 6. on the future→ in the future

Exercise 10, p. 288

Be a college student → Being a college 2. overcoming → to overcome 3. To succeeding in → To succeed in 4. love represent → love to represent

Exercise 11, p. 288

1. not only their ABCs in school, but also they \rightarrow not only their ABCs in school, but also their 2. and teaching our children \rightarrow and teach our children 3. raise the academic standards \rightarrow raising the academic standards 4. improve facilities \rightarrow improving facilities.

Exercise 12, p. 289

1. was distribute \rightarrow was distributed 2. not satisfying \rightarrow not satisfied 3. to be double \rightarrow to be doubled 4. overcrowded \rightarrow overcrowding 5.will treated \rightarrow will be treated

Exercise 13, p. 289

1. that given \rightarrow that is given 2.is led to \rightarrow leads to 3. to be distracting \rightarrow to be distracted 4. Rarely students \rightarrow Students rarely 5. are giving more \rightarrow are given more

Exercise 14, p. 290

1. in 2. to 3. on 4. with

Exercise 15, p. 290

1. if it \rightarrow if they 2. is going to \rightarrow are going to 3. teacher quality, how many students \rightarrow teacher quality, class size 4. we could have begin \rightarrow we could begin 5. It was the \rightarrow It is the least 6. I can do \rightarrow we can do

Exercise 16, p. 291

1. Young adults, that \rightarrow Young adults, who 2. person attempts \rightarrow person attempting 3. choice truly \rightarrow choice that truly. 4. career what interested \rightarrow career that interested

Exercise 17, p. 291

1. social work because 2. Growing up, 3. when they had problems 4. While I was in high school, 5. correct 6.correct 7. Despite the difficulty of the work,

Exercise 18, p. 292

1. research that I made \rightarrow research that I did 2. so many help \rightarrow so much help 3. badly drug addiction \rightarrow bad drug addiction 4. that I to help \rightarrow that I help 5. interesting histories \rightarrow interesting stories 6. say what I was \rightarrow say that I was

Exercise 19, p. 293

1.a visits to \rightarrow visits to 2. that hospital \rightarrow those hospitals 3. was exposing to \rightarrow was exposed to 4. and neglect \rightarrow and neglected 5. was the pleasure \rightarrow was a pleasure 6.this hours \rightarrow these hours 7. most of them was \rightarrow most of them were

Exercise 20, p. 293

1. who has the potential \rightarrow that has the potential 2. enthusiastic and determination \rightarrow enthusiasm and determination 3. continue to learning \rightarrow continue learning 4. The salary which is low compared to many other careers in public health \rightarrow The salary, which is low compared to many other careers in public health, 5. accomplish of helping \rightarrow accomplishment of helping 6. If I did not become \rightarrow If I had not become